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ABSTRACT

The paper reports results of a study to determine the impact of values decision-making activities on the content retention and attitudes of high school social studies students. The study used the Casteel-Stahl approach to values education. This approach maintains that students must engage in four phases of thinking during values/moral classroom instruction: conceptual, relational, valuation, and reflective. The framework allows teachers to develop subject matter centered materials which will enhance content comprehension while simultaneously aiding students in acquiring decision-making, valuing, and moral-reasoning skills. The sample consisted of 18 eleventh grade American History classes taught by six teachers. The classes were randomly divided into control and experimental groups. The researcher planned, developed, and wrote eight values dilemmas, each covering an event or topic in the text. Experimental teachers were given no special training in using these activities. Students were tested at the end of the first and fourth weeks. Results of both tests indicate that students who interacted with the values dilemmas retained more content as well as developed more positive attitudes than those who did not use the activities. The data suggest that the Casteel-Stahl model of values education is a viable approach to help students in the various cognitive and attitudinal dimensions of their lives. Copies of the values dilemmas used are appended and comprise the major portion of the document. (Author/KC)

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THE EFFECTS OF VALUES DILEMMA ACTIVITIES ON THE CONTENT RETENTION AND ATTITUDES OF SOCIAL STUDIES STUDENTS: AN EMPIRICAL INVESTIGATION BASED UPON THE CASTEEL - STAHL APPROACH TO VALUES EDUCATION[1,2]

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ABSTRACT

Decision-making activities based upon the Casteel-Stahl approach to values/moral/citizenship education were used in an experimental study using 18 intact 11th grade American History classes. The volunteer teachers received no special training. After six weeks of using these activities within their normal instructional programs, immediate and delayed content and attitudes posttests were administered. Using ANOVA, the results showed significant differences in favor of content retention and positive attitudes for the treatment classes. The posttests used were designed to be consistent with the stated goals and objectives of this model of instruction. Teachers can learn to develop their own activities like those used in this study to fit their own content-oriented (or process-oriented) classrooms.

118 words

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Leaders in the field of social studies and social education for years have argued for the need to incorporate affective, values education within content centered classrooms (Metcalf, 1971; Barr, 1971; Tucker, 1977; Mehlinger, 1978). One of the major concerns has been that of deciding how one could simultaneously achieve both the content and affective objectives established for the social studies (Shaver, 1977; Benjamin, 1975; Ehman, 1977; Fraenkel, 1973). The National Council for the Social Studies itself recently reiterated its conviction that social studies requires both knowing and valuing components to be effective in educating students (NCSS, 1979).

In 1975, Casteel and Stahl proposed a cognitive-based approach to values education which could be used to help teachers simultaneously achieve their content and affective objectives. This paper presents an investigation of the impact of values decision-making activities based on the Casteel-Stahl model on the content retention and attitudes of 11th grade American History students.

PERSPECTIVE FROM CRITICS OF VALUES RESEARCH

Recent reviews of the experimental research on the Simon-Raths and the Kohlberg approaches to values/moral education have not supported the authors of these models nor the research studies conducted to verify the validity of the outcome claims of these theorists and their respective approaches (Stewart, 1975; Lockwood, 1975, 1978; Leming, 1979). These reviewers questioned the reported outcomes of these approaches, especially of the Simon-Raths model, on the grounds of weak treatment effects, poor designs, inappropriate statistical analysis, and/or inappropriate posttest measures (i.e., inappropriate because they were not consistent with clearly expressed outcome behaviors as cited by the model's authors). Like Superka (1974), the above critics argued that there needed to be a great deal of research in this area before any model can be credited with achieving congruency with producing outcomes consistent with the stated goals of the values/moral education movement.

In addition, these critics suggest that adequate research studies in values/moral education containing the following components need to be conducted. These components are:

a) appropriate research designs consistent with the model used,
b) appropriate, reliable, and valid posttest attitude tests consistent with the expressed goals and aims of the model used,
c) appropriate statistical analysis linked to the design and data being used,
d) appropriate claims made for the materials and model used based upon the data reported.

These critics, especially Lockwood (1978), agree that most of the reported claims and benefits derived from values clarification programs and curricular efforts have not been supported by empirical research data. The research study reported below sought to incorporate these needed components in an effort to investigate the effects of the values/moral education model proposed by Casteel and Stahl (1975).

THE CASTEEL-STAHL MODEL OF COGNITIVE BASED VALUES EDUCATION

According to the"verbal evidence" or "cognitive" approach to values/moral education outlined by Casteel and Stahl (1975), individuals clarify their values and moral beliefs, make decisions and judgments, and comprehend and apply data by thinking about and considering information, problems, situations, and dilemmas in certain specific ways. To these authors, values/moral thinking and subsequent learning involve specific kinds of mental processing which individuals use as they identify, comprehend, make decisions about, test, and use values and ~~moral~~ Values reasons concerning a given context and based upon the information they have available to them.

The Instructional Phases of the Model

According to Casteel and Stahl, four major types or phases of thinking must take place during values/moral classroom instruction.[1] These four are: Conceptual, Relational, Valuation and Reflective. Conceptual thinking involves student understanding and comprehension of available and relevant data, the situation, terminology, interpretations, comparisons, and relationships within and among the content being studied. Relational thinking focuses on the students' realization of the connection between what the present content, situation, and values/moral issues are and the focus of the lesson or some related content, problem, or values/moral issue which have already been or is presently being studied. Students demonstrate Valuation

[1] These phases were expanded and redefined somewhat by Stahl (1978, 1979b)

processing when they use statements which identify alternatives, consequences, criteria, and reasons as they attempt to reach a decision.

These first three "phases" were not developed within a vacuum. Instead, each separate phase represents a synopsis (as well as parallels many) of the attributes included in a number of seemingly diverse approaches to content/process-oriented instruction such as "decision-making" (Engle, 1960), "effective choosing" (Cherryholmes, 1971), "critical thinking" (Ennis, 1962), "reflective thinking" (Hunt and Metcalf, 1968; Massialas and Cox, 1966), and "values analysis" (Coombs and Meux, 1971; Fraenkel, 1977) - In addition, all of these models and approaches, and those suggested by Kohlberg (1975), Raths, Harmin, and Simon (1966, 1978), and Casteel and Stahl (1975), are ultimately tied to the philosophical position of Dewey (1933, 1939) and the work of Raup, Axtelle, Benne, and Smith (1950).[2]

All of these models and approaches have stressed to varying degrees the importance of:

a) understanding factual information with an emphasis on the objective examination of data, the situation, a problem, events, etc. (Note: The Conceptual phase focuses on the comprehension of available and relevant data and the situational context, the definition of terminology for semantical clarity, the objective interpretation of data, and so forth--all characteristics of information processing which emphasize understanding).

b) understanding the "relevancy" (i.e., relatedness or correctedness) among and between different pieces of data, situations, contexts, values/moral issues and positions being studied and/or which may be or have been studied. This description of relevancy (and the emphasis placed on relational thinking in this model) is in congruence with aspects of the Associationist learning theory which stresses the importance of forming associations to increase learning as well as memory functioning. (Note: The Relational phase provides for the need to and concern for helping students determine relevant associations within the information available to be processed).

c) making decisions or judgments of one type or another within the context of more encompassing decision-making abilities which include the consideration of alternatives, the examina-

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[2]The bibliography for these are cited elsewhere (Stahl, 1979b).

tion of consequences, the identification and awareness of the reasons or criteria for making decisions and values/moral judgments and choices. (Note: The description of the Valuation phase includes the provision for these separate decision-making steps in logical proximity to one another as they would tend to occur within dilemma-or problem-solving situations. The appropriateness of these separate components as well as support for the construct of these parts into a single inter-related "phase" has been provided by a panel of teacher educators (Casteel and Stahl, 1973)).

As described above, these phases are not unique to any one model of instruction or curriculum development. Instead these phases provide a convenient framework for including the essentials of the many seemingly diverse approaches and models cited above. These phases provide a convenient framework for viewing values/moral thinking and learning as it can take place in the classroom. Finally, this three-phase framework may also be used to plan informative and process-oriented non-values/moral related learning activities as well.

It would seem that teachers who identify as their goals the development of subject-matter understanding, decision-making skills, clarified values and value choices, and moral reasoning skills would want to use activities which stimulate students to "provide verbal evidence" that they are actually using Conceptual, Relational, and Valuation types of thinking.[3]

Activities Based Upon The Model

The model provides guidelines whereby teachers can create and write content-centered learning activities which are likely to achieve their desired cognitive and affective student outcomes. This approach allows teachers to plan and develop subject matter-related materials which are likely to enhance comprehension of content while simultaneously helping students to practice and acquire decision-making, valuing, and moral reasoning skills. Using this model, teachers can develop values dilemmas which include the content and the processes they want to teach. Teachers may also use these activities as a means of shifting from a single discipline to an interdisciplinary orientation in their subject matter presentations.[4]

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[3]The "Reflective Phase" of the model is explained elsewhere by Casteel and Stahl (1975) and Stahl (1978). Since it is not relevant to this study, this phase will not be elaborated upon here.

[4]The term "values dilemmas" was developed by Stahl (1978) and replaces the name "value sheet" originally used to distinguish between activities based upon this model and those based upon the Raths, Simon, et al., approach.

The term "values dilemma" refers to an instructional activity whose focus, content, context, values/moral setting, and format combine to describe or produce a situation which requires students to respond using personal and social values (and where appropriate, moral reasons) as they form feasible and appropriate responses. Values dilemma activities do not require that the situation or information provided identify an obvious dilemma or a conflict which generates equally compelling alternatives. It is expected, however, that the activity will work to produce a situation whereby students find that they must deal with personal and social values in considering, weighing, forming, and living with their responses.

The Research Need

An experimental study designed to investigate the consequences of "values dilemmas" instructional activities based upon this model would shed some light on the impact of such materials on the content retention and attitudes orientation of students who use them within subject matter courses and classes they are taking. A second focus would be the investigation of whether the expected effects of the activities would be maintained as measured by a delayed posttest administration. And, while no process data would be collected live in the classroom, differences in posttest scores would suggest expected in-class verbal behaviors were being produced and used by students as they interacted with the activities and their peers.

Hypotheses

The study sought to obtain and examine content and attitude product variables related to the expected outcomes of the use of values dilemma activities based upon the Casteel-Stahl model. More specifically, the hypotheses set for the study were of two types--each relating to the particular type of posttest measure used. In regards to the content test, the hypothesis posited predicted that

> "there would be a significant difference between the Experimental and Control groups in content retention as measured by the posttest content scores on a 32-item test."

The content test would feature two major subsections. The 16 multiple-choice items would measure content <u>recognition</u> and the 16 completion or fill-in-the-blank would measure content <u>recall</u>. Related sub-hypotheses to the overall content test score posited that

> "there would be a significant difference between the Experimental and Control groups in content <u>recognition</u> and <u>recall</u> as measured by the posttest content test."

Because multidimensional attitude tests are considered to contain a series of smaller undimensional tests each independent of one another and since it is unclear as to how "big" a difference on a 7-interval Likert scale is practically and/or educationally significant when comparing attitude test results, several hypotheses were posited for the attitude test results. One series of hypotheses stated that

> "there would be a directional difference between the Experimental and Control group Means for the attitude test subscales with the Experimental group Mean score possessing more positive directional attitudes on each subscale."

The attitude test hypotheses were placed in directional rather than null form because it seemed likely that the use of one activity a week for one period for six weeks without any follow-up would produce some differences in attitudes in a positive direction and such a difference would be an important finding in this first empirical investigation of the Casteel-Stahl model. While ANOVA would calculate the level of the differences between the two group Means for each subscale, as stated by the hypotheses, it was only necessary for the Experimental group Mean to be higher (i.e. more positive) for the hypothesis to be satisfied.

In addition, it was hypothesized that

> "there would be a significant "pattern effect" for the entire series of subset attitude scores as indicated by the sign test procedure."

An alpha of .05 was established as the level for significance for the fourth hypothesis.

DESIGN AND PROCEDURES

Design

The design utilized for the study fit what was experimentally feasible for the researcher given the restraints of doing research inside schools during their second semester of operation. It was infeasible for school administrators and teachers to allow existing intact classes to be completely broken up so that individual students could be randomly selected and assigned to newly formed Experimental and Control groups for a long continuous period of time. Besides, such a massive re-arrangement would have produced "Hawthorne" and other disruptive results which would have had all types of confounding effects on the obtained data and subsequent analysis and interpretation. Although using intact classes is frequently frowned upon by many researchers, the design used fit the population available at the time. The "Groups-Within-Treatment" ($S_W A$) design as proposed by Lindquist (1953) was adopted and followed in the conduct of the study.

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[5]The term "intact classes" will be used in reference to the "Groups-Within-Treatments" design for the sake of readability. Those less familiar with this design may refer to Lindquist (1953) for more details.

Subjects

In the Lindquist "intact class" design, the experimental unit for data analyses becomes the existing class unit rather than the individual students who make up the separate classes. Valid analyses would require the use of class mean scores. This would also help to offset using total scores when uneven number of students per class existed (Glass and Stanley, 1970). The classes or subjects were obtained from the Tempe, Arizona secondary school system. Permission was received from the School Board to contact principals in the district's four high schools in order to find volunteer teachers who would be willing to participate in the study.

Again to avoid problems in later data interpretation, it was necessary to obtain volunteer teachers who were teaching the same subject matter and were in approximately the same place in their content instruction and textbook readings. For these reasons, volunteers were sought and obtained from the 11th grade American History teachers at the four schools. Several other teachers who originally volunteered to participate were excluded due to the needs just mentioned. Eventually, 18 intact classes taught by six teachers were volunteered from the "experimentally accessible population" (Bracht and Glass, 1968). All students and classes involved were taking the required 11th grade American History courses offered at their respective schools.

Procedures

After the teachers were identified, they were contacted to find out what subject matter content they would be covering in a given six week period. All teachers used the same textbook (A High School History of Modern America published by Laidlaw Brothers, 1977) and were within a chapter of one another at the start of the study. Because of where they would be, it was decided to develop eight activities of which the teachers were to use any six during the six weeks period of the study. The researcher then planned, developed, and wrote eight values dilemmas-each covering a topic or event in the text the teachers thought could be featured in these activities.

The 18 classrooms taught by the six teachers then were randomly assigned to Experimental and Control groups. The Experimental teachers were given no special training in using the activities. They were asked to divide their classes into small groups of 4 to 6 students each and to allow the students to work through the activities with little teacher interference. A short five minute or so review discussion at the end of the period was suggested. In all other matters the Experimental

teachers were to conduct their classes in their usual manner. Some teachers had both Experimental and Control classes. Students were not informed of their role in a study or of the later post-tests they were to take over the content covered.[6]

Treatment

Once each week for six consecutive weeks, students with Experimental classes used "values dilemmas" developed from the Casteel-Stahl model of values education. The researcher, one of the co-authors of this model, developed small group-oriented activities stressing the Forced Choice, Rank Order, and Classification Formats of the "values dilemma" (Casteel and Stahl, 1975). Each activity included subject matter content related to particular events and topics about American History the teachers said they wanted stressed in these activities. A great deal of the specific content actually included was not found in the student's textbook. The basic flow of events as described in the text was maintained in the values dilemmas.

The Experimental teachers were given copies of dittoed values dilemmas for all members of their classes as well as a copy of some suggested ways they could use them in their courses. Except for the need to place students in small groups to work through the activities first as individuals and then to reach a group consensus, all other instructional decisions were under the complete control of the teachers themselves. Follow-up questions were provided the teachers for possible use at the end of the class period. The activities were to be used only within one class period with no carry-over to the next day. Not all teachers used the follow-up questions. Some teachers allowed their students to work in their small groups up to the end of the period with no teacher-student follow up discussion at all. All other instruction was, as much as was possible, to be conducted in the teachers' own usual manner. The teachers reported following these procedures as recommended.

One and four weeks following the use of the sixth values dilemma, all classes were given a content and attitudes test to obtain data relative to these product variables. The teachers administered the these tests as suggested by the researcher.

Instrumentation

A content test was developed to include the subject matter covered during the six weeks period of the study. The researcher

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[6] The research followed the guidelines for conducting research on human subjects as prescribed by ASU policies and those established and enforced by the Tempe High School District under whose auspices this study was conducted.

included two completion and two multiple choice items for each of the topics stressed in the eight values dilemmas. Two of the four items covered content found only in the text while the other two stressed topics and content included in both the text and the activity. A KR-20 Reliability Coefficient of .89 was obtained for all 389 students taking the test. An Average Item Difficulty coefficient of .46, Average Item Discrimination coefficient of .47, and an Average Item Reliability coefficient of .44 were obtained as well. The time needed to complete a 32-item content test would allow time in the same class period for students to complete a 60-item attitude test.

Due to unforseen circumstances, the delayed posttest was administered to only 15 of the original 18 classes. After randomly dropping another, it was possible to compare the two groups across both tests. Information on the internal consistency reliability for the tests are provided. A KR-20 Reliability Coefficient of .88 for the 295 students in the 14 classes was computed for the first content test administration. Coefficients of .49 for Average Item Difficulty, .46 for Average Item Discrimination, and .42 for Average Item Reliability were also computed. The second test administrated to these 14 classes produced similar results. A KR-20 Reliability Coefficient of .88 for the 295 students was found along with coefficients of .48 for Average Item Difficulty, .47 for Average Item Discrimination, and .43 for Average Item Reliability.

The Stahl Multi-dimensional Inventory of Values and Attitudes--SMIVA: Senior High Version (Stahl, 1979) was used to measure student attitudes and self reports regarding a number of areas the Casteel-Stahl model indicated would be affected by experiences interacting with their activities. The "affect" dimensions included the areas of: (a) Empathy, (b) Communications, (c) Decision-Making, (d) Problem-Solving, (e) Assenting-Dissenting, (f) Personal Consistency, (g) Self-Acceptance, (h) Openness to Content, (i) Openness to Participation, and (j) Open-mindedness. Earlier factor analyses produced three additional dimensions measured by the test: (a) Expression During Communication, (b) Listening During Communication, (c) Consideration of Consequences.

Two previous validity and internal consistency reliability studies were conducted with the appropriate cross-correlations and factor analysis procedures followed to investigate the items and subsets of the test. (A description of these efforts and their results are currently in process of being written for publication by Stahl). The factors identified via the analysis tended to verify the existing subsets of the test as originally generated from the stated objectives of the model. The 60-item, 7-interval Likert-style SMIVA test was also edited for readability. A whole test Cronbach Alpha of .74 was computed which suggested several independent dimensions (or subscales) do exist as expected within the test as constructed.

Statistical Analysis

The use of intact classes as the experimental unit has produced a variety of opinions among researchers as to how the resulting data are to be analyzed (Lindquist, 1953; Engelhart, 1972; Campbell and Stanley, 1963; Winer, 1962). Data were analyzed using the "t-test" and ANOVA procedures. Finally, a 'sign test' was used to examine the pattern of responses which existed across all the various dimensions (subsets) of the SMIVA attitude test scores.[8]

RESULTS: IMMEDIATE POSTTESTS

One week following the sixth values dilemma, students in all 18 classes were given the 32-item content and the 60-item attitude test to measure their information retention and attitudes.

In reference to the content test, the Experimental group had a Mean score of 17.48 (s.d. = 3.42) while the Control group Mean was 11.60 (s.d. = 2.98). Using the t-test, the difference was found to be significant at the .001 level for the obtained 3.89 t-Value and at the .001 level for the obtained 15.14 F-Value. The scores on the 32-item test for the 9 Experimental group classes ranged from a low of 13.95 to a high of 22.23. The Control group classes ranged from 8.06 to 16.86. (See Table 1).

The content test consisted of two subsections: 16 completion or recall items and 16 multiple choice or recognition items. The Mean score of the Experimental group for the recall section was 7.31 while the Control group Mean score was 4.20 (F-Value of 13.26, $p < .01$). The Experimental group also surpassed the Control group on the recognition section. The Experimental group Mean score of 10.17 was found to be significantly higher ($p < .01$) than the 7.41 Control group Mean. Thus, the Experimental group not only scored higher on the overall test, but scored significantly higher on both the recall and recognition subsections of the content test covering the subject matter covered by the teachers in their courses.

Table 1 also presents the Means, standard deviations, t-Values, and F-Values for the 10 major and three minor subscales of the SMIVA instrument. As illustrated, the differences between the two group Means for nine of the 10 major subscales was found to be statistically significant ($p < .05$). The nine subscales where significant differences were found are Empathy, Communications, Decision-Making,

[8]Currently, the data are being examined via multi-variate and univariate procedures using the "nested design" options.

TABLE 1

Means, Standard Deviations, t- and F-Values for Experimental and Control Group Classes for the SMIVA Subscale and Content Test Variables on First Posttest

	VARIABLES	EXPERIMENTAL MEAN	EXPERIMENTAL SD	CONTROL MEAN	CONTROL SD	t Value	F-Ratio
SMIVA SUBSCALE SCORES	Empathy	4.90	.28	4.56	.18	3.17**	10.08**
	Communications	5.18	.21	4.88	.21	3.02**	9.09**
	Decision-Making	5.26	.18	5.07	.21	2.14*	4.58*
	Problem-Solving	5.17	.21	4.95	.16	2.52*	6.35*
	Personal Consistency	4.58	.20	4.21	.13	4.76**	22.62**
	Assenting-Dissenting	5.38	.94	4.85	.21	1.65	2.72
	Openness to Content	5.20	.33	4.73	.37	2.84**	8.08*
	Openness to Participation	4.49	.40	4.11	.24	2.44*	5.98*
	Acceptance of Self	5.31	.27	4.95	.23	3.08**	9.50**
	Open-mindedness	4.78	.20	4.58	.14	2.41*	5.82*
CONTENT TEST SCORES	Expression during communication	5.09	.28	4.79	.20	2.60**	6.76*
	Listening during communications	5.27	.16	4.97	.26	2.91**	8.44**
	Consideration of consequences	5.01	.20	4.80	.21	2.20*	4.82*
	Recall (Completion)	7.31	1.96	4.20	1.66	3.64**	13.26**
	Recognition (multiple-choice)	10.17	1.54	7.41	1.42	3.96**	15.65**
	Total Test Score	17.48	3.42	11.60	2.98	3.89**	15.14**

*$p < .05$

**$p < .01$

N = 9 classes in each group

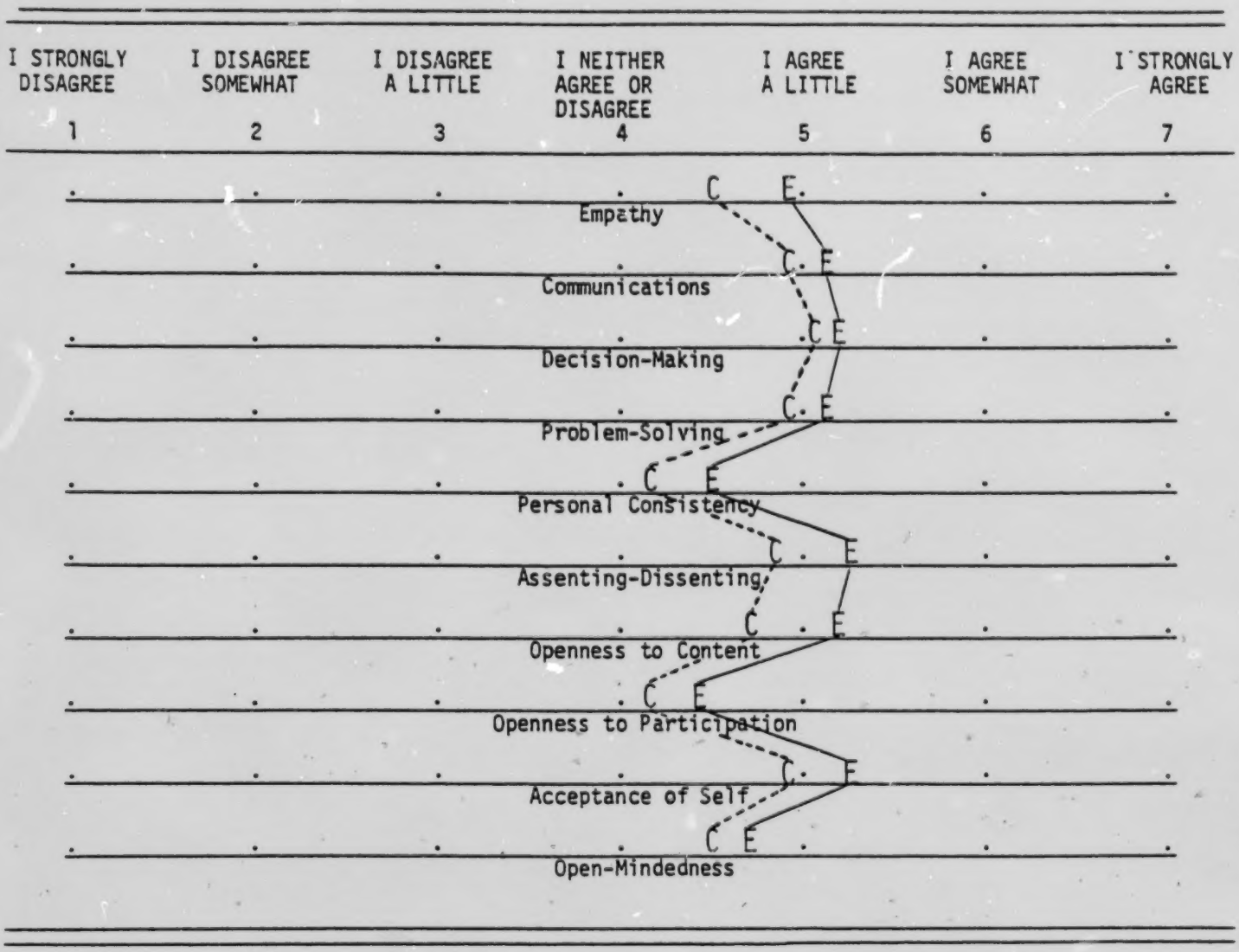

FIGURE 1: The Contrast of Group Mean Scores for all subscales to Illustrate the Pattern of the Distribution of the Means Across all Ten Major Variables of the SMIVA Instrument. (A procedure suggested by Isaac and Michael, 1971).

(The probability that all 10 of the subset response means of the Experimental group would consistently fall to one side of the response means of the Control group (i.e., no cross-over pattern) is $P = .001$ *(Siegel, 1956)).*

Personal Consistency, Problem Solving, Openness to Content, Openness to Participation, Acceptance of Self, and Open-Mindedness. All three minor subscale variables, Expression and Listening during Communication and Consideration of Consequences were found to be significant ($p < .05$).

Another method of investigating the effects of an experimental treatment is to examine the relationship of all 10 subscale scores to one another at one time. This is especially the case when group Mean scores on each separate subscale appears to possess only statistically significant rather than practically significant differences. Figure 1 reveals the findings of the "pattern analysis" of all 10 major subscales -- a procedure illustrated by Isaacs and Michael (1971). The findings of this analytical procedure are important. The probability that all 10 of the major SMIVA response Means of the Experimental group would consistently fall to one side of the response Means of the Control group (i.e., no cross-over pattern) is $P = .001$ (Siegel, 1956).

Thus, the results reveal that the Experimental group classes not only scored significantly higher on the content posttest; they also possessed significantly more positive attitudes and self-reports. Finally, when looking at all 10 major subscales of SMIVA, the Experimental group did reveal a very significant "pattern effect" across all 10 variables in the more favorable direction.

RESULTS: DELAYED POSTTEST

Three weeks following the initial posttest administration, the same content and SMIVA tests were given again in an effort to measure the 'staying power' or 'retention' of the treatment effects. Unfortunately, one teacher failed to administer the test due to circumstances beyond the control of both the researcher and the teacher. The loss of these three classes led to the need to randomly drop one Experimental group from the study to allow for a comparison between 7 Experimental and 7 Control classes in the data analysis across both posttest situations.[9]

Table 2 provides the data for the 14 classes for both the immediate and delayed posttest administrations. As revealed, the 7 Experimental classes scored significantly higher in the immediate posttests on recall, recognition, and overall scores on the content test and six of the ten major subsets of SMIVA ($p < .05$). All subset Mean scores of the Experimental group were more positive than those of the Control group ($p = .001$)

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[9]The data reported in this analysis includes only those students who took both tests on the two administrations of the content and SMIVA instruments. Students absent for either test or whose tests were "unusuable" for various reasons were not included in the data sections for the analysis.

TABLE 2

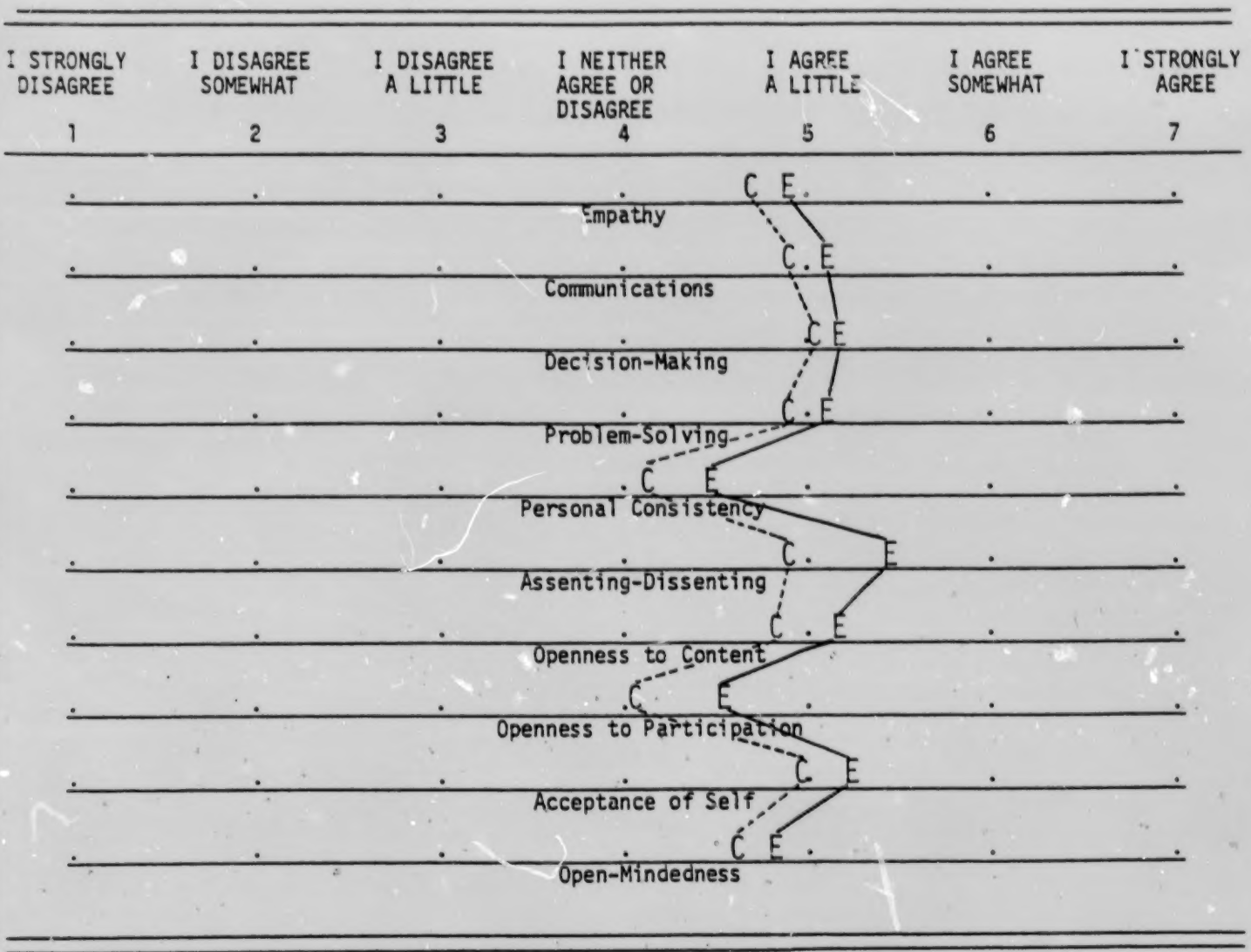
Means, Standard Deviations, *t*- and F-Values for 14 Experimental and Control Group Classes for the SMIVA Subscale and Content Test Variables Across Both Test Administrations

VARIABLES	IMMEDIATE POSTTEST 14 Classes Only						DELAYED POSTTEST 14 Classes Only					
	EXPERIMENTAL		CONTROL				EXPERIMENTAL		CONTROL			
	MEAN	SD	MEAN	SD	*t*-Value	F-Ratio	MEAN	SD	MEAN	SD	*t*-Value	F-Ratio
1. Empathy	4.87	.29	4.63	.09	2.12*	4.47	4.85	.28	4.61	.21	1.82	3.32
2. Communications	5.18	.24	4.90	.24	2.18*	4.74*	5.16	.26	4.78	.20	3.09**	9.54**
3. Decision Making	5.26	.26	5.09	.22	1.57	2.48	5.21	.13	4.88	.34	2.49*	6.18*
4. Problem-Solving	5.18	.23	4.93	.18	2.28*	5.20*	5.05	.14	4.76	.36	2.01*	4.05
5. Personal Consistency	4.58	.20	4.22	.14	3.87**	15.00**	4.47	.18	4.24	.15	2.62*	6.88*
6. Assenting-Dissenting	5.48	1.05	4.87	.24	1.50	2.26	5.06	.27	4.78	.22	2.11*	4.43
7. Openness to Content	5.23	.33	4.82	.37	2.17*	4.71	5.07	.38	4.82	.39	1.24	1.53
8. Openness to Participation	4.51	.41	4.11	.28	2.11*	4.43	4.59	.40	4.18	.22	2.39*	5.70*
9. Self-Acceptance	5.30	.29	4.98	.25	2.26*	5.12*	5.18	.24	4.90	.40	1.55	2.40
10. Open-mindedness	4.77	.23	4.60	.16	1.66	2.77	4.69	.19	4.51	.25	1.54	2.39
11. Expression during Communication	5.10	.32	4.81	.22	1.97*	3.87	5.13	.32	4.73	.25	2.62*	6.88*
12. Listening during Communication	5.25	.18	4.98	.30	2.02*	4.08	5 20	.21	4.87	.22	2.84*	8.06*
13. Consideration of Consequences	5.01	.22	4.82	.22	1.55	2.40	4.95	.09	4.65	.38	2.07	4.28
14. Content Recall	7.48	1.96	4.48	1.80	2.97**	8.85**	7.35	1.76	4.01	1.36	3.96**	15.72**
15. Content Recognition	10.26	1.70	7.79	1.36	3.00**	8.97**	10.35	1.19	7.96	1.17	3.79**	14.37**
16. Total Test Score	17.73	3.59	12.27	3.07	3.06**	9.37**	17.69	2.84	11.97	2.27	4.17**	17.39**

*$p < .05$ (t-Values = 1.78; F-Ratios = 4.75)

**$p < .01$ (t-Values = 2.68; F-Ratios = 9.33)

Distribution of the Group Mean Scores for
10 Major Subscales (Subdimensions) of the
Stahl Multi-dimensional Inventory of Values and Attitudes:
Immediate Posttest Results for 14 Classes



E = EXPERIMENTAL GROUP MEANS C = CONTROL GROUP MEANS

Figure 2: The Contrast of Group Mean Scores for all Subscales to Illustrate the Pattern of the Distribution of the Means Across all Ten Major Variables of the SMIVA Instrument. (A procedure suggested and illustrated by Isaac and Michael, 1971)
(The probability that all 10 of the subscale response means of the Experimental group would consistently fall to one side of the response means of the Control group (i.e., no cross-over pattern) is $\underline{P} = .001$ *(Siegel, 1956))*

Distribution of the Group Mean Scores for
10 Major Subscales (Subdimensions) of the
Stahl Multi-dimensional Inventory of Values and Attitudes:
Delayed Posttest Results for 14 Classes

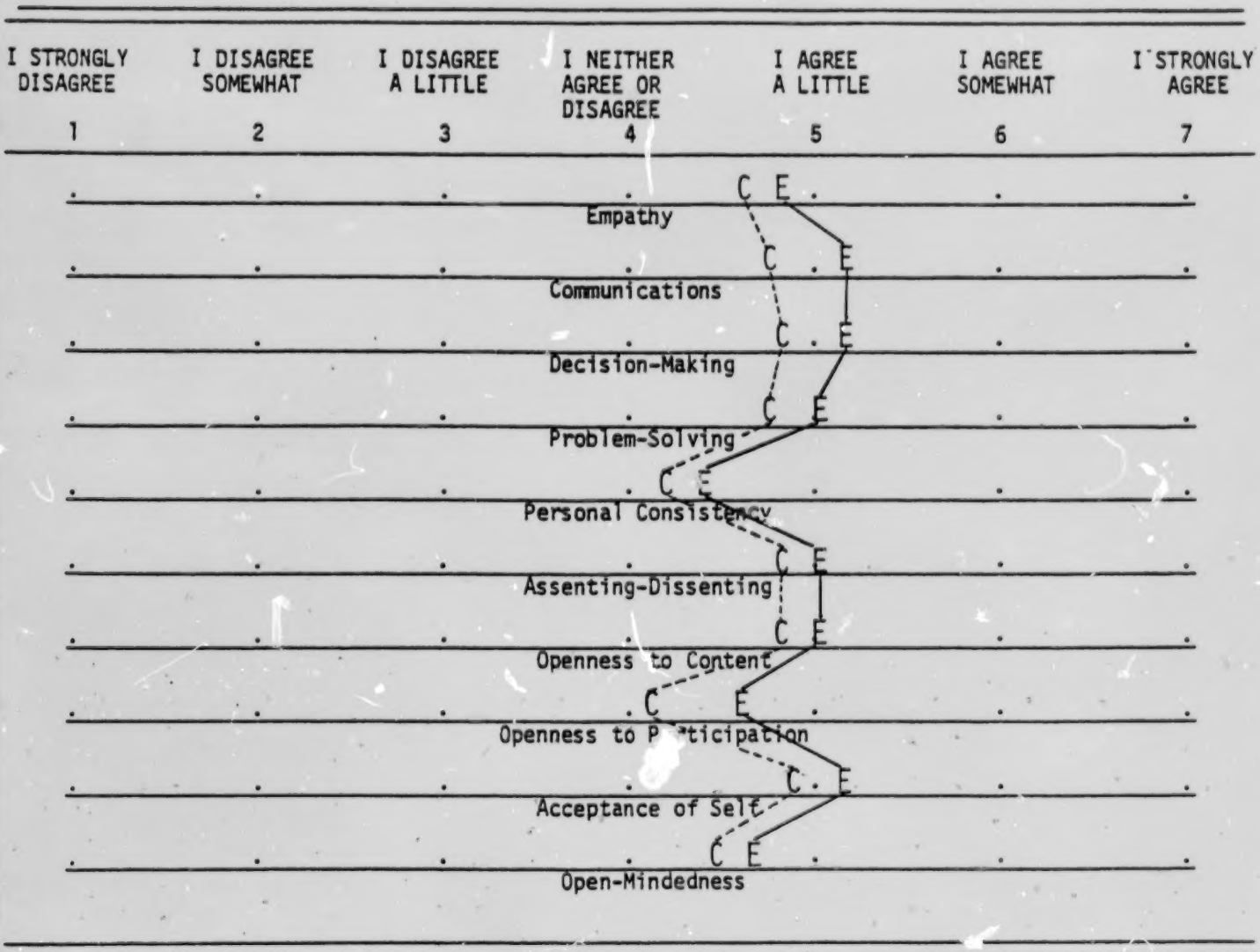


Figure 3: The Contrast of Group Mean Scores for all Subscales to Illustrate the Pattern of the Distribution of the Mean Scores Across all Ten Major Variables of the SMIVA Instrument.

(The probability of all 10 of the subscale response means of the Experimental group would consistently fall to one side of the response means of the Control group (i.e., no cross-over pattern) is $P = .001$)

For the delayed posttests, the 7 Experimental Class Mean scores were significantly higher for all three content-test variables and four of the ten major SMIVA subscales.[10] Thus, four weeks after the sixth and final values dilemma, the Experimental group was found to score significantly higher ($p < .05$) on content recall, content recognition, and the overall content. This group also was found to possess significantly higher ($p < .05$) attitudes and self-reports on four major (Communications, Decision-making, Personal Consistency, and Openness to Participation) and two minor (Expression and Listening During Communications) SMIVA subscales. Again, all 13 of the SMIVA subscales Mean scores of the Experimental group were found to be on the positive side of the Control group Means ($p = .001$). (See Figures 2 and 3).

An analysis of variance computation examined the performance of the 7 Experimental and Control group classes across the two administrations. This procedure revealed that on not one of the 13 SMIVA and 3 content test variables involved did either of the two groups differ significantly on their first and second test administrations. These data would indicate that the Experimental and Control groups did not change significantly in either their content retention or attitudes levels between the initial and later taking of the two tests involved.

DISCUSSION AND CONCLUSIONS

As near as was possible, the present study attempted to investigate the impact of the use of "values dilemmas" based upon the Casteel-Stahl model of values education on the content retention performances and attitudes of secondary school students. It sought to test the effects of these activities using existing intact classrooms under conditions which minimized the role of the teacher - thus allowing for an examination of the impact with little teacher involvement. What the impact would be with trained teachers and/or with more active teacher involvement and follow-up were beyond the scope of this study.

The results of the immediate posttest scores for all 18 classes reveal that the value dilemmas used during the course of the study were effective in terms of achieving the predicted outcomes posited by the Casteel-Stahl model of values education. Eleventh grade American history students from a wide range of socio-economic and

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[10] All statistics reported were computed via the standard SPSS program packages for ANOVA and t-tests.

ethnic backgrounds who interacted with the values dilemmas did retain more content as well as develop more positive attitudes and self reports than those who did not encounter these activities. Furthermore, content and attitudes levels achieved were maintained after the activities were concluded as determined by the delayed posttest scores. (A second study conducted by Hunt (1980) using values dilemmas with eighth grade social students classes produced similar findings to those reported here).

One expected criticism of this study needs to be addressed. This concerns the extent of the differences which were found for the SMIVA subset Mean scores. There is no question that a difference of 5.88 items on a 32-item content test is a major one. However, on a 7-interval Likert scale attitudes test, how "big" is a difference 3/10 of an interval between group Means - even if it is found to be statistically significant? Researchers and psychometricians are quite aware of the fact that treatments rarely obtain 1/2 or more interval differences with even extensive treatments. Thus, to expect larger interval differences with the treatment used in this study would be inappropriate.

It is suggested by this researcher that one should examine the overall outcomes of this study with special consideration of the overall effects as measured by the content and SMIVA tests. Although the SMIVA Mean differences were not 'large'; the fact that the Experimental group results were more positive for 13 of 13 subscales for both the immediate and delayed administrations cannot be ignored. These data considered concurrently with the overwhelming results of the content test would suggest that the impact of these treatment materials (i.e., values dilemmas) is too significant to be ignored--regardless of the minor differences for individual subscale scores.

Figures 2 and 4 clearly illustrate that for all SMIVA variables examined, the Experimental group class Mean scores were consistently more positive than those obtained for the Control group classes. The existence of this pattern four weeks after the sixth activity was used must be considered an educationally important finding. Considering teachers were given no special training, students were not able to continue their deliberations or review over to later class periods, and only six activities were used over a 6 week period, the pattern effect obtained across both content and attitudes test data is significant. As predicted by the Casteel-Stahl model, values dilemmas do appear to effect in positive ways the content retention and attitude of students within subject matter-oriented classrooms.

When considered collectively, these data suggest the Casteel-Stahl model of values education is a viable approach for teachers to use to help students in various cognitive and attitudinal dimensions of their lives and study. The results reported should not be used to suggest the values dilemmas are "teacher-proof." The teachers involved in the study were at least inclined to allow the materials to be tried in their own classrooms. Yet, given the appropriate opportunity and

teacher support, this study seems to reflect the kinds of effects values dilemmas could have on intact subject matter-oriented classes.

These results are especially significant in that the emphasis of this model and approach is ultimately to have curriculum planners, teachers, and teacher educators to plan, develop, write, and use their own values dilemma activities to meet their own instructional needs and situations. Of special interest, while this study used social studies content, the model is applicable across grade levels.[11,12] Thus, teachers have available an approach which can free them from their dependence commercially-produced values/moral activities for use in their own classrooms. Finally, these data would suggest that curriculum planners and pre- and in-service teachers have available a single approach whereby they may simultaneously achieve their cognitive (content) and affective (attitudes) objectives without abandoning the teaching of the subject matter they also value.

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[11] See Stahl (1977, 1979a,b), Stahl and Appleton (1979), Casteel and Hallman (1974), and Casteel et al., (1974) for examples of applications of this model to other disciplines and grade levels.

[12] With the availability of the valid and reliable SMIVA: Senior and Junior High School Versions (Stahl, 1979) and the Social Science Observation Record (SSOR) interaction analysis system (Casteel and Stahl, 1973; Tucker, 1977), the Casteel-Stahl approach offers a model plus appropriate instrumentation for both in-class (i.e., process) and end result (i.e., product) measurement of the impact of the activities on cognitive, affective, and process-oriented student behaviors.

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APPENDIX A:

COPIES OF THE

VALUES DILEMMAS USED

IN THE STUDY

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"Two, Four, Six, Eight, But NOT ALL Fourteen Points"

This activity focuses on the background and facts surrounding the U. S. Senate's consideration of the League of Nations and the Treaty of Versailles in July, 1919. Students are asked to consider the Treaty and League Covenant, and then to decide what action they would take in voting for or against the Treaty and/or League. Students will find background information on the actions of President Woodrow Wilson, the peace conference as well as details on both the Treaty and the League. Finally, they are asked to make a personal and group decision as to what way they would vote on these matters.

It is suggested that for this activity, your students:

a) read some background information in Chapter 22 of the text up to page 524.

b) work on this activity on a Tuesday or Wednesday in class

c) work in small groups of four or five as they try to complete

d) review the information presented in this activity in their groups before they try to reach a decision.

e) consider the consequences of the various policies as well as the reasons for selecting or rejecting each policy.

f) share their own group's decisions with those from other groups.

g) respond orally to some of the follow-up questions that are attached to this sheet.

h) compare their own decisions with that made by the U. S. Senate in 1919 and 1920. (Pages 524 - 525 of the text)

Take up all copies of the activity and decision sheets

"Two, Four, Six, Eight, But Not All Fourteen Points!"

For this activity you are to assume you are a member of the United States Senate. It is July, 1919. President Woodrow Wilson has just returned from a triumphant trip to Europe that ended in the signing of the Treaty of Versailles. The Treaty that followed the Great World War.

Under the U. S. Constitution, the Senate must accept all treaties by a 2/3 majority vote. Therefore, you must help decide to accept or reject this treaty. Yet, it will be no easy decision. President Wilson had added as Part I of the Treaty the U. S.'s involvement in a new international organization called the League of Nations. It will be your duty to vote for or against the Treaty.

Before looking at the details of the League of Nations (yellow sheet) or the rest of the Treaty of Versailles (blue sheet), you decide first to review the background to the present situation. You know your decision will not come easily.

In 1916, President Wilson, a Democrat, won reelection on the campaign slogan "He kept us out of war". Yet, within six months the U. S. declared war on Germany, Austria-Hungary and their allies. Millions of American men were recruited, trained, and sent to war. President Wilson declared that "This was to be a war to end all wars", and that Americans were "making the world safe for democracy". Because of our involvement, Britian, France and Italy were at least able to stop Germany. By mid 1918, our enemies surrendered. The war was over and it was American military power that turned the tide of the war.

Besides winning the war, President Wilson decided to try to "win the peace" as well. He said that the new world peace should be based upon "Fourteen Points". These points included an end to secret diplomacy and secret treaties, a call for freedom of the seas, the self-determination of national groups to form their own governments, the removal of economic barriers between nations, and better treatment for the people living in the various colonies. Wilson was so confident in his effort that he asked Americans to support him by electing Democrats to office in November, 1918. To his surprise, the Republican Party won the majority of seats in the House and Senate. Americans had shown little support for his efforts or "Fourteen Points".

In January, 1919, President Wilson decided he would personally go to Paris to help with the peace treaty. Never before had a U. S. President become so involved in a treaty conference. Yet, Wilson took only close friends and took no Senators and only one Republican with him. He knew full well that a Republican Senate would have to agree to the final treaty by a 2/3 majority vote. The President was given a hero's welcome in England, Italy, and France.

At the conference, Wilson believed it was his personal duty to help build a better world and to make a lasting peace. He pushed strongly for Lloyd George of England, Clemenceu of France, and Orlando of Italy to accept all of his 14 Points. He did not understand that these powerful nations were out to protect their own interests first, and those of the other nations a distant second. They wanted to keep their secret alliances, to add all of Germany's colonies to their own empires, to expand their own borders, and to make Germany pay for the war. While Wilson sought justice, our allies sought power, wealth, and security.

DATA SHEET ON THE LEAGUE OF NATIONS

This "data sheet" provides information about the League of Nations, its objectives, features, and requirements.

This is not merely a League to secure the peace of the world, but a League that can be used for cooperation in any international matter.

Armed force is in the background of this league, but it is in the background. If the moral force of the world cannot stop war, then the physical force of the world shall. But armed force is to be the last resort. This is intended to be a league of peace, not a league of war.

The League is designed to promote international cooperation and to achieve international peace and security, and to provide safeguards against war. It is to deal with all problems likely to threaten the peace of the world.

Article 5: Except where otherwise provided, decisions of the League must have the support of the entire membership, one "no" vote can stop any League action.

Article 10: League members would guarantee the territorial integrity and existing political independence of all member nations with the league deciding how its members would fulfill their obligations to this guarantee.

Article 12: Nations must submit problems for legal settlements rather than go to war.

Article 16: If any member should resort to war and thus disregard the League policies, it shall have declared war against all other League members.

Members should periodically meet in international conference and there should be a permanent League organization with permanent leadership.

The League should help direct the activities of existing international trade, health, etc. programs.

The League should encourage open-diplomacy, rather than secret diplomacy and secret treaties.

The United States would have a permanent seat on the League's most important Council.

DETAILS OF THE TREATY OF VERSAILLES

Among the more important terms of the Treaty are:

a) Germany accepted full responsibility for starting and continuing the Great World War, and is the sole nation to be blamed for the War.

b) Germany is to pay for the cost of the War. She is to make payments, called Reparations, of $5 billion dollars to help her war-time enemies repay their own war debts and expenses.

c) Germany, Austria, and Hungary were to disarm themselves almost completely. The German Army was not to exceed 100,000 volunteers. Germany could not manufacture or buy war goods not draft soldiers. The German navy was to be reduced to almost nothing.

d) France was given back the provinces of Alsace and Lorraine, which Germany had taken in 1871. France also gained control of the coal-rich Saar River Basin in Germany for 15 years.

e) Germany lost large areas of land to re-create the nation of Poland. Poland was given a narrow strip of land to the ocean that cut Germany into two sections.

f) Austria-Hungary was divided into two separate nations with some of their territory given to former Poland, Rumania, and Czechoslovakia.

g) Germany lost all of her overseas colonies in Africa and the Far East.

h) France, Britian, and Japan were to take the former colonies of Germany and Turkey and help these people prepare themselves for freedom and self-government. These colonies were now referred to as "mandates".

i) Seven new nations were created in Europe from those that existed prior to the Great World War.

DECISION SHEET NO. 1

On this sheet, you are to mark your personal and group decision. You are to select only one of the four options and place a check ( ) in the space to reveal your vote. When all group members have voted their personal choices, discuss your votes and reach a decision all members of your group can accept.

The Group's Decision	My Personal Decision	
_____	_____	Vote for the Treaty including the League of Nations
_____	_____	Vote for the Treaty without the League of Nations
_____	_____	Vote against the Treaty but for the League of Nations
_____	_____	Vote against the Treaty and the League of Nations

****

1) If asked to defend my vote, I would give the following three reasons to support my decision:

a) _____

_____

b) _____

_____

c) _____

_____

2) If everyone voted like I did, two of the best and most likely positive outcomes of our decision are:

a) _____

_____

b) _____

_____

3) If everyone voted like I did, two of the worst and possible bad outcomes of our decision are:

a) _____

b) _____

SUGGESTED FOLLOW-UP QUESTIONS

"Two, Four, Six, Eight, But Not All Fourteen Points!"

1. Who was President of the United States at the time of the First World War?
2. Article 10 of the League of Nations Covenent was greatly criticized by the Congress. What did Article 10 say?
3. In your own words, what were the two major objectives of the League of Nations?
4. According to the League rules, what forces could the League use to preserve world peace?
5. In regards to the Treaty, what were four steps the Allies took to punish Germany for its part in the War?
6. What are "reparations?"
7. What did France gain from the Treaty of Versailles?
8. What U. S. Senator lead the fight against the League?
9. In what way were the League of Nations Covenent and the Treaty of Versailles connected?
10. What were four of Woodrow Wilson's 14 Points?
11. Who were the "Big Four" at Versailles?
12. If you were a German, would you say Germany received justice by the treaty terms?
13. If you were Wilson, would you have been excited by the treaty terms?
14. Why did the U. S. Senate have to vote on the Treaty?
15. What actually happened with the Senate vote on the Treaty? On the League?

"What's All This Monkey Business About Anyways?"

This activity focusses on the background and facts surrounding the John Scopes "monkey trial" of 1925. Students are asked to consider the case and the final jury decision, and then to consider what action the appeals judge should take toward Scope. Students will find information on the Anti-Evolution Law, religious fundamentalism, and the case itself. Finally, they are asked to decide on what basis a decision mi might be made as well as what decision they would recommend be taken.

It is suggested that for this activity, your students:

a) read some background information in Chapter 23 of the text up to page 540.

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of four or five as they try to complete

d) review the information presented in this activity in their groups before they try to reach a decision.

e) consider the consequences of the various policies as well as the reasons for selecting or rejecting each policy

f) share their own group's decisions with those from other groups.

g) respond orally to some of the follow-up questions that are attached to this sheet.

h) Compare their decision with the final decision of the Tennessee State Supreme Court which ruled the first trial of Scopes null and void due to a technicality.

Take up all copies of the activity and decision sheets

"What's All This Monkey Business About Anyways?"

For this activity you are to assume that you are a part of a group of officials from the state of Tennessee. Your group is to consider the appeal of John Scopes who is asking that the results of his trial be changed. In part, he is not saying he is innocent of breaking the law, he is arguing that the law he broke is a bad one and that it should be removed from the lawbooks.

You are to consider the facts of the first "Scopes Trial", then, you are to reach a group decision as to what should be done next. Your decision is expected to help the Appeals Court Judge make a final decision on the case. The facts and background for the case are presented below for your review.

In 1924, George Butler, a farmer, was elected to the Tennessee State Legislature. Butler had based his entire campaign on a single issue. He wanted a law that would prevent the teaching of Darwins theory of evolution in the public schools.

William Jennings Bryan went to Nashville to help write the law and to support its passage. On March 13, 1925, the Tennessee Legislature approved the Butler Anti-Evolution Act by a 71 - 5 vote in the House and 24 - 6 vote in the Senate. The law read in part:

> "...it shall be unlawful for any teacher in any of the universities, normals (teacher training colleges), and all other public schools of the state...to teach any theory that denies the story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals."

When Governor Peay signed the act into law, he issued a statement that strongly suggested that he did not expect the law to be enforced. However, the state-adopted biology textbook, A Civic Biology: Presented in Problems, contained a description of Darwin's theory. Most teachers of Tennessee did not seem to be concerned with the new law. They too did not expect the law to be enforced.

Shortly after its passage and to the surprise of nearly everyone, the state was called upon to enforce the law. It seems that a mining engineer, George Rappelyea, heard that the American Civil Liberties Union (ACLU) would pay the costs of a test case of the law. Rappelyea asked his close friend, John Scopes, to help him test the law. Scopes is a 24 year old football coach and science teacher at Dayton High School. He was and is very popular with the faculty and students at the school. Partly as a serious move and partly as a joke, Scopes agreed to teach the Darwin theory from the state-adopted textbook. Rappelyea would then file a complaint to force Tennessee to enforce the Anti-Evolution Act. The plans of these two men were carried out, and Scopes was charged with a violation of the law.

Once Scopes was charged, William Jennings Bryan quickly volunteered to assist the State of Tennessee in prosecuting the case. Bryan was a successful newspaper publisher, a famous speaker, a former Secretary of State, and had run for President for the Democratic Party three times. Bryan was very popular among rural Americans whose attitudes, beliefs, and values he accepted and shared. He was known as "The Great Commonor"--the man who spoke for the traditional American values and way of life. And, as a writer of a weekly column on the Bible, he had long been known for his religious fundamentalism. He defended the Scriptures and argued for the literal interpretation of them.

A "Fundamentalist" believes in a literal, strict reading or "interpretation" of the Bible including its account of how mankind and the earth were created. In other words, when the Bible says the earth and universe were "created" in six days, it means six days. When the Bible says Jonah was swallowed by a big fish, then Jonah was indeed swallowed by a big fish and lived to tell about it when he was released by the fish three days later. Thus, the Bible is to be taken as it reads with no other "interpretations" being accepted.

The ACLU obtained the services of Clarence Darrow to defend Scopes. He tried to demonstrate that (a) the charges against Scope could not really be proven and (b) the law itself was unconstitutional. Darrow was and is still considered the most famous and capable defense lawyer in America today. Of all the murder cases he has served on, he has lost only one case. His record for his skill as a lawyer speaks for itself. However, he is widely known to doubt the existence of God or the truth of the Bible. He also is known for defending "radicals" and "modernists".

The trial itself took place on the lawn of a county courthouse in Dayton, Tennessee in July, 1925. The trial attracted over a hundred newsmen and common people from throughout the Tennessee countryside. Ministers and revivalists roamed the streets handing out leaflets and posting signs all over in defense of the Bible, God, and Divine Creation. The outdoor trial often appeared more like a carnival side show than a legal affair. People cheered and booed from the grandstands. And the entire "monkey trial"--as it was known--was broadcast to the nation over radio.

The major point of disagreement between the two sides had little to do with John Scopes actual teaching about evolution. Instead, the disagreement focused on whether or not the Bible could be taken as literal truth. The highlight of the trial came when Darrow put William Jennings Bryan on the stand in an effort to reveal the problems of a literal interpretation of the Scriptures.

On the witness stand, Bryan declared that Jonah had been swallowed by a whale or big fish, that Eve had been made from the rib of Adam, that all languages came from the collapse of the Tower of Babel, and that Joshua had actually made the sun stand still. Then Bryan made his fatal error. He said that when the Bible said the world had been created in six days, it did not necessarily mean that a "day" was 24 hours long. A Biblical "day" may have been millions of years long. Thus, Bryan, who had said the Bible must be accepted at face value, had himself "interpreted" it. With this statement, his whole case was lost. For if one could "interpret" the Bible this way, then there was no need to oppose evolution or less strict "interpretations" of the Bible.

Scopes was found guilty as charged. He was fined $100. Scopes had lost the case. However, his conviction only said that he was guilty of teaching the theory of evolution. It did not say whether the Biblical account or the theory of evolution was more correct. One sad result of the trial was the death of William Jennings Bryan five days after the trial ended.

However, the "Scopes Trial" did not end. The ACLU appealed the court's decision and the fine to the Tennessee State Supreme Court. This Supreme Court has the power to over rule the original decision.

You are to assume that you have been asked to assist the Tennessee State Supreme Court in reaching its decision in the case. Decision Sheets 1, 2, and 3 which follow will help you in your efforts. For each Decision Sheet, you should first make your own personal decision, and then work with others in your group to reach a single group decision. As necessary, you should refer to the facts of the case in trying to make the best answer possible for this situation.

DECISION SHEET NO. 1

In this case, it is important that you keep in mind that people will not only look at your recommendations, they will want to know the "whys" behind your decision. Before you decide what specific recommendation you will make to the Appeals Court Judge, you are to first decide what reasons you will use to base your decision on.

Listed below are ten reasons you could use to base your decision. You are to place a letter "A" to the left of the three most important reasons you could give for your decision. Place the letter "Z" to the left of the three worst reasons you could give.

____ a) The only way to bring attention to a bad law to get it changed is to break it, and then let the person breaking it go free to thank him for his courage.

____ b) The state should not pass a law which says what students cannot study.

____ c) No one has the right to break a law, even if it is a bad law.

____ d) The state Anti-Evolution Law is a violation of the right to free speech, and so it is an illegal law.

____ e) Because of the problems in our society, the government should pass more laws to require the teaching of church beliefs.

____ f) The state should not pass a law to tell teachers what they can and cannot teach.

____ g) The state should protect students from studying information which goes against the Bible.

____ h) If someone willingly breaks the law, that person should willingly accept the consequences.

____ i) The church and government are separate, so the government cannot pass laws to require teaching of church beliefs.

____ j) Since a crime was committed, the case ought to be concerned only with the crime itself and not with other matters such as whether evolution is more correct than the Bible.

____ k) (Another reason you may want to add) _____

_____

_____

DECISION SHEET NO. 2

Directions: Listed below are six possible decisions you could recommend to the Judge. They are the only six options open to your group. In the space provided below, you are to indicate which one (1) decision you would personally recommend to the Judge. Place an "X" in the space provided for your personal decision. Then, as a group, decide upon the one (1) choice your entire group wants to recommend to the Judge. Place an "A" in the space provided for your group's decision.

The Group's Choice	My Personal Choice	The Six Options Available To The Group
___	___	a) John Scopes should pay the $100 as decided and drop the whole case.
___	___	b) The Anti-Evolution Law should be declared illegal and removed from the law books.
___	___	c) John Scopes should not have to pay the $100 fine for he did not deny the Divine Creation of man as stated in the Law.
___	___	d) John Scopes should not only have to pay the $100 fine, but should be removed as a teacher for breaking a state law.
___	___	e) The Law should be kept and enforced because the Darwinian "Theory of Evolution" is only a "theory," but teachers must also teach the Divine Creation of man as told in the Bible.
___	___	f) The Judge should try to find some legal way of throwing the case out of court so that the original trial and decision can be declared null and void.

DECISION SHEET NO. 3

In regards to the John Scopes trial, we recommend that the Tennessee State Supreme Court take the following action:

In our own words, the three most important reasons why we recommend the above decision are:

(1)

(2)

(3)

SUGGESTED FOLLOW-UP QUESTIONS

"What's All This Monkey Business About Anyways"?

1. In your own words, what did the Butler Anti-Evolution Law say was illegal for teachers to do?
2. What is the "American Civil Liberties Union"?
3. Did it appear that Scope's deliberately tried to break the State Law?
4. In what city did the "monkey trial" take place?
5. The Anti-Evolution Law was supported by the "Fundamentalists". What does a "Fundamentalist" believe?
6. What man was chosen to defend Scopes?
7. In what ways was Clarence Darrow a competent lawyer?
8. What man volunteered to help the State of Tennessee in its case against Scopes?
9. Who was William Jennings Bryan?
10. How would you describe the general atmosphere of the Scopes Trial?
11. What was the one point that proved to be the turning point of the trial for the pro-evolution forces?
12. What was the outcome of the trial?
13. How did the Scopes trial fit in with the events of the rest of the 1920's?
14. Would you say the Scopes Trial was a victory or defeat for the Fundamentalists?
15. Did the Anti-Evolution Law fit the conservative nature of America During the 1920's?
16. If you were Scopes, would you have been upset by the Judge's verdict in your case?

"My, What a Depressing Subject"

This activity focuses on the causes of the Great Depression and the Stock Market Crash as well as the Hoover-Republican reactions to them. Students are asked to consider background information on the stock market crash, the wage-price downward spiral, the state of the American economy in the 1920's, and the beliefs and philosophy of President Hoover and the Republican Party. Finally, students are asked to decide within small groups what policies they would recommend President Hoover take to end the Depression. They are to complete the Decision Sheets at the end of the activity.

It is suggested that for this activity, your students:

a) read some background information in Chapter 23 of the text up to page 544.

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of four or five as they try to complete

d) review the information presented in this activity in their groups before they try to reach a decision.

e) consider the consequences of the various policies as well as the reasons for selecting or rejecting each policy.

f) share their own group's decisions with those from other groups.

g) respond orally to some of the follow-up questions that are attached to this sheet.

h) compare their own answers with those policies President Hoover actually followed during the 1929-1932 period (Pages 544-545,549 of the text).

Take up all copies of the activity and decision sheets

"MY WHAT A DEPRESSING SUBJECT"

It is early January, 1930. As you take your seat, you notice that the room is almost as gloomy as the topic your committee is about to discuss. Things are not well with the nation or its economy. You and your committee have been asked to advise the President. President Herbert Hoover has asked that you map out a plan to restore the health of the nation's economy--to end the Depression. You are to help restore the confidence of Americans in big business.

Before you make your decisions about what should be done, you are to read four reports which relate to the present depression. After you read each report, discuss the report with your committee members to help each other understand the information it contains. When all four reports have been read and discussed, then you may make your decision.

Report No. 1: An Analysis of the Stock Market Crash

The prices of common stocks sold on the Wall Street Market rose gradually after the Great World War as American business output and world market sales increased. The stock prices reflected the changes and general health of American businesses and trade throughout most of the 1919-1929 period. However, by early 1928, the attention of American business and the average citizen centered on prices on the stock exchange rather then on the actual condition of economy.

March, 1928 marks the beginning of the real "Bull Market" craze that reached its peak on September 3, 1929. During this period, stock prices rose many times higher than their actual value, yet people paid these high prices. Even worse, these prices were artificially kept high by temporary efforts on the part of the Federal Government and private businesses. Then, suddenly, it became obvious to many that these prices were too high. We then had far too many sellers of stocks with few buyers. Prices dropped, and dropped, and dropped some more.

The Stock Market Crash did not cause the Depression. Far from it, the stock market collapse only revealed what had already occurred in the nation's economy. Our nation's economic system had already collapsed months before October 24, 1929, "Black Thursday." The stock market is a thermometer--a sign of health or sickness, it is not a disease. The collapse only signified that the nation's economy was already in very poor health. We in Government along with all other Americans, just ignored the early warning signs. The stock market crash just happened to be the indicator that finally convinced us that we had a problem.

(Stop and discuss the above with your group)

Report No. 2: Economic Facts and Figures of the 1920's

Some of the relevant facts and figures related to economic life in America during the 1920's are listed below:

a) Because of poor management and other reasons, between 1920-29, over 5,000 banks went out of business or were forced to close;
b) The average value of common stock rose from $117 in December, 1928, to $225 in Sept., 1929, and dropped to below $90 in December, 1929;

c) Although the market had become the focus of our culture during this time, probably only about one million people actually were involved in stock market activities;
d) By late 1926, the housing market was overbuilt and housing construction and related areas were reduced sharply;
e) By late 1927, purchases of long lasting consumer products like cars, appliances, etc. slowed to a snail's pace;
f) By early 1928, many businesses realized they had badly overbuilt, so they slowed production and stopped expanding;
g) In 1929, 40% of American families earned less than $1,500 a year,
71% of American families earned less than $2,500 a year,
(with $2,500 being the amount needed to maintain a minimal standard of living for a family for a year)
2% of American families earned more than $10,000 a year;
h) While business profits were at an all time high, little was done to increase the wages or benefits of the average worker.

(Stop and discuss the above with your group)

Report No. 3: A Suggested Chain-of-Events that Brought the Depression

At the present time it seems as if the events which lead to the economic collapse followed the steps outlined below:

a) The banks had loaned too much money with few real chances of getting it back.
b) The banks loaned out most of the savings millions of Americans had 'saved' in these banks.
c) The banks collapsed as they could not get loan money back nor pay the people who had 'saved' their money.
d) Millions of people were forced into bankrupcy because they had lost their savings.
e) The debts of the middle and low income people increased.
f) Gradually, millions of people reduced their purchases of American products.
g) At the same time, our foreign markets also cut their purchases of U.S. products.
h) Because they now had surpluses, U.S. businesses cut production.
i) With less production, fewer workers were needed, so workers were laid off.
j) With less workers, there were fewer people with money to buy products, so more workers were fired or given lower wages.
k) The problem was not that businesses could not produce more products, the real problem was that few people were buying the products that were available.

(Stop and discuss the above with your group)

Report No. 4: The Beliefs of President Hoover and Republican Party Policy

You are reminded that Herbert Hoover was elected President in 1928, winning 42 of the 50 states by large margins. His beliefs and the policies of the Republican Party are very similiar to those accepted by the vast majority of the American people. Below are presented short statements which reflect these beliefs and policies--and President Hoover has accepted them all.

a) I am firmly opposed to the Government entering into any business which would compete with our citizens or private, free enterprise. Government ownership of businesses is not liberalism but degeneration. Government ownership of business is like poison ivy in the garden of industry.

b) We must build our economy upon a grand alliance with the great trade associations and the powerful corporations.

c) To extend the Government over the daily life of the people will make the Government master over them. The people will be forced to give up their personal liberty...and I cannot and will not do this to them.

d) Government should not control or regulate business. Instead it should cooperate with and assist business, especially big business. I believe in private property, government aid to business, private business ownership, free competition, and hard work. Rugged individualism, that trait which made America great, must be preserved.

e) We must have full confidence in business and our business leaders. There are natural business cycles with their ups and downs, and we are in a down-swing. We must wait for an up-swing, just as in all previous depressions before this one. Direct Federal relief to individual Americans would destroy the character of those who received it. Besides, this relief would create a whole new class of people who would always need relief. Welfare and relief is a task of state governments and charities, not the Federal Government.

(Stop and discuss the above with your group)

Your group is to decide which of the six Policies listed on the next page should be followed by the President to end the Depression. You should first study these Policies and decide which order <u>you</u> would want them followed. Then, your group is to reach a <u>group decision</u> about the order the President should follow these Policies. Use the two Decision Sheets that are attached to help you indicate your decisions.

DECISION SHEET NO. 1

The six (6) policies on this page have been proposed to President Hoover to end the Depression. You are asked to advise him on this matter. Keep in mind the background information you have and what the President believes. Place a "1" to the left of the policy you believe is the most important policy for him to follow, a "2" next to the second most important, and so on until the number "6" is placed next to the least important policy.

____ Policy No. 1: Federal Government Loan Programs

This policy would require the Federal Government to:
a) loan money to state and local governments for their own projects,
b) loan money to business like railroads, banks for their own needs,
c) loan money to businesses to buy farm goods and make farm loans.

All of these loans would have to be repaid with interest.

____ Policy No. 2: Verbal Sanctions and Messages

This policy would require the President and leaders of Government to:
a) gain promises of businesses to increase their spending and production,
b) urge state governments and charities to spend their own money for relief programs,
c) inform the nation that the basic health of the economy was good,
d) hold regular meetings with business leaders to at least give the appearance that things were doing better.

____ Policy No. 3: Practice Traditional Economic Policies

This policy would require the President to:
a) keep his hands out of the economy and let things go on by themselves,
b) cut government spending as much as possible
c) encourage people to save and not to spend
d) forbid any relief or welfare programs except on state level or by charities.

____ Policy No. 4: Immediate and Direct Relief to the People

This policy would require the Federal Government to give billions of dollars directly to the people to help them live, find jobs, and take care of their basic living costs for as long as they needed it. This relief-welfare program would not require the people to pay this money back.

____ Policy No. 5: Direct, Long-Term Relief to the People

This policy would require the Federal Government to:
a) lower taxes among low and middle income groups,
b) increase taxes on the wealthy
c) increase regulations of banks to protect savings
d) lower tariffs to reduce prices of foreign goods bought in America

____ Policy No. 6: Large Scale Federal Involvement

This policy would require the Federal Government to:
a) spend billions on construction projects like government buildings, dams, and so forth.
b) set up government-owned businesses to compete with private businesses
c) spend billions on various projects to put people back to work
d) begin to control or regulate all kinds of businesses, & the stock market

DECISION SHEET NO. 2

As a group, we recommend the President follow the poli ies listed below in the order that they are numbered in the space to the left. The number "1" lists the first policy he should follow, a "2" to the second, and so on. However, he is not to start the second policy until he has given the first one time to work, the third until he has given the second time to work, and so forth.

_____ Policy 1: Federal Government Loan Programs

_____ Policy 2: Verbal Sanctions and Messages

_____ Policy 3: Practice Traditional Economic Policies

_____ Policy 4: Immediate and Direct Relief to the People

_____ Policy 5: Direct, Long-term Relief to the People

_____ Policy 6: Large Scale Federal Involvement

I. The most important benefits of following Policy No. _____ first will be:

a)

b)

c)

II. The best reasons we can give for recommending Policy No. _____ first are:

a)

b)

c)

III. The reasons why we listed Policy No. _____ as our last choice are:

a)

b)

c)

SUGGESTED FOLLOW-UP QUESTIONS

"My, What a Depressing Subject"

1. According to the handout, did the stock market crash cause the Depression?
2. In what year did the Stock Market crash?
3. From what political party was President Herbert Hoover?
4. From the handout, what series of events lead to the collapse of the economy?
5. From the handout, approximately what date could be given as the "real" beginning of the Depression?
6. Hoover believed in "rugged individualism". What does this mean he believed?
7. Is it possible to blame any one single thing as the real "cause" of the Depression?
8. Is it fair to blame Hoover or the Republican Party for causing the Depression?
9. In your own words, what did President Hoover believe about the role of Government in the economy?
10. What might have been wrong about Hoover's beliefs?
11. If you had been Hoover, what would you have done to end the Depression?
12. How does Hoover's "conservative" policies fit in with the policies of Calvin Coolidge?
13. Was Hoover's "conservative" beliefs out of place in America during the 1920's?
14. How would you define the term "depression"?

"Whose Deal Is It This Time?"

This activity focuses on the background to the New Deal programs and laws of President Roosevelt's first term in office. Students are asked to consider eleven New Deal programs and laws which were passed during the 1933-34 period and to decide which are more important and least important ones to keep for the 1935 year. Students are placed in the role as "Brain Trusters" who have been asked by the President to consider the various New Deal programs and laws for purposes of rating them as effective and important or the opposite. Students are asked to label the eleven programs listed as being primarily for "relief," "recovery," or "reform." Then, they are asked to identify the four (4) most important programs and laws they want to make sure Congress passes during 1935 and the four (4) programs and laws they are willing to give up to get their first choices. They are asked to complete the Decision Sheets at the end of the activity.

It is suggested that for this activity, your students:

a) read some background information in Chapter 24 of the text up to page 558.

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of four or five as they try to complete this activity as members of Roosevelt's "Brain Trust."

d) review the information presented in this activity in their groups before they try to reach a decision.

e) consider the consequences of the various programs and laws as well as the reasons for selecting or rejecting each policy.

f) share their own group's decisions with those from other groups.

g) try to reach group consensus rather than decide by democratic majority rule.

h) respond orally to some of the follow-up questions that are attached to this sheet.

i) consider their own decisions in light of the information about the New Deal programs in 1935-37 as given in the text (pages 558-573).

Whose Deal Is It This Time?

The room is especially noisy. Things are not going so well for the President or the nation's economy. You have been asked to attend a meeting of President Roosevelt's "Brain Trust" to plan this year's "New Deal" legislative program. Now, in January, 1935, Congress is not as likely to pass all the "New Deal" laws and programs they did in the first "100 days" of 1933.

As a member of the "Brain Trust," you are to review eleven (11) New Deal laws and programs. Then, you are to make recommendations to the President as to which programs and laws are the most important to keep and which ones you are willing to give up to get the most important ones. Thus, you know you may have to bargain with Congress to save some of your programs while giving up others. You also know that whatever program or law you give up will probably be lost forever and may never be passed by Congress. Therefore, you are to take into account the present and long term outcomes of each of these laws and programs. As a group, you are to decide what programs you want President Roosevelt to keep and which ones he should consider giving up to get the important programs passed by Congress.

Before you begin your consideration of these laws and programs, one of your fellow "brain trusters" outlines a brief review of the last three years.

"In 1932, after promising a "new deal" for the American people, Franklin D. Roosevelt defeated Herbert Hoover for President by a 23 to 16 million vote margin while winning in 42 of the 48 states. By March 4, 1933, the day he took office, Roosevelt found a nation with over 12 million unemployed workers, 5,000 banks closed and out of business, and 9 million people who had lost all of their savings. In addition, hundreds of thousands of people stood in bread- and souplines with countless others having lost their homes and farms because they could not pay their mortgages.

"To meet the demands of those times, the President selected advisors and a Cabinet who believed the best government was an active one. They believed the Federal Government in Washington should take immediate and broad action to meet the needs of a depressed economy and an impoverished people. As you know, he selected a number of inexperienced politicians such as university professors to help him plan his program of action. These scholars and experts become known as the "Brain Trust." You are part of this special team of advisors.

"As we know, our President had no real plan of attack to overcome the Great Depression of 1929--a depression that gradually grew worse as the years passed. He relied heavily upon the advice of experts in industry, labor, economics, business, and agriculture as to what to do. His manner of working has mad us all mad at one time or other. Instead of following our advice, Roosevelt has surrounded himself with people who disagreed strongly with one another. He has frequently asked for several opinions as to what should be done. In some cases, he tried some of our proposals, ignored others, and combined still others. He has always beleived advisors should advise about and not determine programs or policies.

"As we look upon the New Deal, we can see it as having three different focuses or parts. These are:

(1) RELIEF - our efforts here sought to solve the immediate problems of feeding, clothing, and giving shelter to millions of Americans;

(2) RECOVERY - our efforts here sought to increase wages, prices, production, and employment to lead the nation out of the Depression; and

(3) REFORM - our efforts here sought to make long lasting changes in the American economy and business community to prevent any future major depression.

"Yet, after the miracle first "100 days" of Roosevelt's Administration where more laws and programs were passed than in most president's four years in office, Congress slowed its pace. Many New Deal programs began to be criticized because they didn't get immediate results. Gradually, more and more of our critics received space in the newspapers and time on the radio. We were called 'Liberals,' 'Socialists,' and even 'Communists.' Now, in 1935, we must realize Congress will not pass everything we want passed into law or fund our programs with as much money as we want.

"President Roosevelt has asked us to make some suggestions as to what laws and programs should be saved at all costs and which ones could be given up if need be to get the most important ones through Congress.

"To do this, we are:

first, to consider each program and law and to determine whether it is aimed at 'relief,' 'recovery,' or 'reform;'

second, to consider each program and law in terms of its advantages and disadvantages; and

third, to decide which are the four (4) most important programs and laws to be promoted and which four (4) are least important and can be given up to get the first four passed through Congress."

At this point in time, review the information contained in the above with members of your group so that you are familiar with the background information as well as what your group is to do. You can then move on to Decision Sheets Nos. '1' and '2' and complete them. Work these as individuals first before reaching a group decision. Complete Decision Sheet No. 3 as a group.

DECISION SHEET NO. 1

The "New Deal" program of President Roosevelt is built upon the cornerstone of "relief, recovery, and reform." The eleven (11) laws and programs listed below are part of the New Deal program. To the left of each item below, indicate whether the program or law is primarily for "relief," "recovery," or "reform."

_____ 1. Civilian Conservation Corp (CCC) - This program gives jobs to young men for conservation-related work and projects. The men live in camps, learn about wildlife and the conservation of our natural resources, work hard, and earn $30 a month wages with the requirement they send part of the money home each month.

_____ 2. National Recovery Act (NRA) - This law ordered businessmen to establish rules of fair practice and to keep competion fair by ending cut throat competition. This law also gave rights to workers to organize and to be represented by their unions.

_____ 3. Federal Emergency Relief Administration (FERA) - This program gives money directly to the states for relief payments or for their own public works projects. All workers or relief checks were to get $6.50 a week from the state.

_____ 4. Tennessee Valley Authority (TVA) - This project sets up a system of dams for cheap electricity, recreation, water-flood control, and conservation along the impoverished Tennessee River valley region.

_____ 5. Federal Deposit Insurance Corporation Act (FDIC) - This law provides a Government guarantee of up to $5,000 for money people have placed in bank savings accounts.

_____ 6. Agricultural Adjustment Act (AAA) - This law limits the amount of crops and other farm products which can be produced, orders the Federal Government to help regulate and control the production of farm goods, and provides money to farmers who cut production to Government levels.

_____ 7. Social Security Act (SS) - This law provides four kinds of help and security for people. These include: (a) old age pensions after 65; (b) survivors insurance in case of death before age 65; (c) unemployment insurance; and (d) aid to dependent children and mothers.

_____ 8. Twenty-first Amendment (Anti-Prohibition Amendment) - This amendment repealed the Eighteenth Amendment to the Constitution. It is once again legal to make and sell alcoholic beverages in the United States.

_____ 9. Works Progress Administration (WPA) - A follow-up of the Civil Works Administration (CWA), this program hires unemployed workers at lower wages than businesses to work on roads, dams, schools as well as to do art projects, musical programs, and other art-related activities. Money is to go almost entirely for wages with little for materials.

_____ 10. Public Works Administration (PWA) - This program gives money for gigantic public works projects like schools, roads, bridges, tunnels, and buildings with money going for both materials and wages.

_____ 11. National Youth Administration (NYA) - This program gives jobs to young people between 18 and 25 years of age. Young men and women are put to work on numerous public works related projects. Money is to mostly for wages rather than materials.

DECISION SHEET NO. 2

To help you consider these programs and laws for comparative purposes, it would be helpful to identify the advantages and disadvantages of each. In the space provided below, identify at least one advantage and one disadvantage of each of the 11 programs or laws mentioned earlier.

New Deal Law or Program	At least one advantage of this law or program is:	At least one disadvantage of this law or program is:
1. Civilian Conservation Corp (CCC)		
2. National Recovery Act (NRA)		
3. Federal Emergency Relief Administration (FERA)		
4. Tennessee Valley Authority (TVA)		
5. Federal Deposit Insurance Corporation (FDIC)		
6. Agricultural Adjustment Act (AAA)		
7. Social Security Act		
8. 21st Amendment (Anti-Prohibition Law)		
9. Works Progress Administration (WPA)		
10. Public Works Administration (PWA)		
11. National Youth Administration (NYA)		

DECISION SHEET NO. 3

On this sheet you are to indicate your final decision as to what programs and laws you believe are the most and least important for the nation and its people. On the space provided below, you are to place the letter "A" next to the four (4) programs or laws you consider to be the most important ones that the President and Congress should continue at all costs. Place the letter "X" next to the four (4) programs or laws you are willing to give up in order to get your first four choices passed by Congress. Do not mark the remaining three (3) selections.

MY OWN CHOICE	MY GROUP'S CHOICE	THE ELEVEN (11) NEW DEAL LAWS AND PROGRAMS
___	___	(a) The Civilian Conservation Corp (CCC)
___	___	(b) The National Recovery Act (NRA)
___	___	(c) The Federal Emergency Relief Administration (FERA)
___	___	(d) The Tennessee Valley Authority (TVA)
___	___	(e) The Federal Deposit Insurance Corporation (FDIC)
___	___	(f) The Agricultural Adjustment Act (AAA)
___	___	(g) The Social Security Act
___	___	(h) The 21st (Anti-Prohibition) Amendment
___	___	(i) Works Progress Administration (WPA)
___	___	(j) The Public Works Administration (PWA)
___	___	(k) The National Youth Administration (NYA)

If asked to defend my (my group's) decision as to the four most important programs and laws, I would tell the President _____

_____

_____

_____

_____

If asked by the newspapers to defend my (my group's) decision as to what four programs and laws President Roosevelt should give up, I would tell the American people

_____

_____

_____

SUGGESTED FOLLOW-UP QUESTIONS

"Whose Deal Is It This Time?"

1. According to the handout, what was the condition of the nation at the time President Roosevelt took office?
2. What was the "Brain Trust?"
3. Why were the first "100 days" of Roosevelt's Presidency so important?
4. According to the handout, how thought out ahead of time was Roosevelt's New Deal programs and laws?
5. How did Roosevelt use the advice given by his advisors?
6. Was this policy of using advice a good one for a President to follow?
7. What were the three main parts of the New Deal program?
8. How did each of these parts differ from one another?
9. Was it possible to develop programs that focused on two of these parts at the same time?
10. What were three labels the anti-New Deal critics attached to Roosevelt's programs?
11. The first three to six months of a new President's term is usually referred to as being a "honeymoon" period with Congress. What evidence is there that the "honeymoon" was over for the New Deal in 1935?
12. From your own viewpoint, was the New Deal a good program for the nation in the Depression years?
13. Are there any "New Deal" programs and laws still in existence?
14. How successful was the New Deal in getting our nation out of the Depression?
15. How did Roosevelt's plan differ from that suggested by the Republicans and Hoover?
16. If you had been an unemployed American during the Depression, which programs and laws would you have wanted kept? dropped?
17. The New Deal is often referred to as a "revolutionary period" in American History. In what ways might one can the New Deal program a revolution?
18. If you had been a voter in 1932, would you have voted for Franklin Roosevelt? If yes, how could you have defended your vote?
19. If you didn't like the New Deal, what policies and programs would you have offered to get the United States out of the Depression?
20. How well did the New Deal program work in getting the nation out of the Depression?

"When do you say "NO!" to a greedy man?"

This activity focuses on the background and the details of the events surrounding the 1938 Munich Conference. The activity contains data related to the demands Hitler made of the Czechoslovakian Government relevant to the Sudeten Germans, to the attitude Prime Minister Chamberlain held about Hitler and the unevitability of war, to the perceived status of France, Germany, Britain, Czechoslovakia, and the Soviet Union at the time of the Conference, and to the mood of the people of Europe at this time towards war and peace. The information contained in the "Intelligence Reports" included in this activity is abstracted from various sources and represents a fair summation of what the British Government knew on the day of the Munich Conference. This information is accurate as are the "British Assessments" which are also included.

Students are asked to consider the demands of Hitler regarding the Sudeten land, to consider the confusion among Britain's allies at the time of Munich Conference, to consider the beliefs and attitudes of Chamberlain at the meeting, to consider the situation of Czechoslovakia, to review accounts of the status of five nations involved in the crisis, and to respond to this situation as members of the Foreign Affairs Office who attended the Munich Conference with the Prime Minister.

It is suggested that for this activity, your students:

a) read some background information in Chapter 25 of the text up to page 586 (stopping at the "Road to War").

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of five or six as they try to complete this activity.

d) each be assigned to study and be responsible for one of the five "Intelligence Reports" so that they don't all have to read all of the materials yet all the information will be available during the discussion.

e) review and discuss the information presented in this activity in their groups before they try to reach a decision.

f) consider the consequences of the various actions they could take as well as the reasons for selecting or rejecting each action or policy.

g) share their own group's decisions with those from other groups.

h) respond orally to some of the follow-up questions that are attached to this sheet.

i) compare their own answers with those decisions which actually came out of the Munich Conference of 1938. (Pages 586-588 of the text).

*****Take up all copies of the activity and decision sheets*****

When do you say "NO!" to a greedy man??

Strange. Yesterday at this time you fully expected Britain to be at war with Germany on this, the 29th day of September, 1938. Yet, at the last moment, Adolf Hitler, the German leader, accepted the British-American plan to hold a conference to settle the "Czechoslovakian problem." Hitler agreed to meet in Munich, Germany. As a member of the British Foreign Affairs Office, you have accompanied Prime Minister Chamberlain to Munich to try to preserve the peace of Europe.

The year 1938 has been a hectic one in the history of Europe. In March, the Germans seized control of Austria without a fight. Then, Hitler began to declare his concern for the German people living in the state of Sudeten in Czechoslovakia. In April, Hitler demanded the Czech Government to give most of the Sudeten land to Germany because of the large number of Germans who lived there. Finally, in September, Hitler announced he was prepared to go to war to bring all German people back together within one German nation.

As September rolled on, it really appeared as if Germany was ready to invade Czechoslovakia to get control of the Sudeten land. During this month, British and French efforts to get the Czech Government to surrender the state of Sudeten to Germany had mostly failed. In the last week, the armies of Germany, France, and Czechslovakia have been put on alert. Peace seemed to have no future in Europe. Then, suddenly, because of the heroic efforts of Prime Minister Chamberlain, war was avoided. He was able to get Hitler to wait at least one more day so that peace might be preserved.

Here at Munich, Chamberlain has called his Ministers together to ask their advice. You are part of this group. At first, he announces the demands of Hitler in reference to the Sudeten land and the Germans who live there. These are:

a). Czechoslovakia must sign over to Germany all of the Sudeten districts with large German populations on October 1, 1938.

b). Czechoslovakia must evacuate these districts by October 10th without destroying any existing military bases, fortifications, factories, or transportation lines.

c). The German army will enter the Sudeten land on October 1st to secure this land and protect the Germans who are living there.

d). The remaining Sudeten districts with some German people must set up elections to give the population a chance to see if they want to be added to Germany.

Chamberlain adds that Hitler wants all of these demands met immediately and completely. It appears that Germany is fully prepared to go to war to re-unite these Germans to their Fatherland. At the present time, it seems like an all-or-none position. Either we let Hitler take all that he is demanding without interferring or we go to war to stop him. Hitler is not willing to bend on any of these demands.

Secondly, Chamberlain declares that it seems France will accept whatever conditions Britain takes in this situation. France does not want war. With Czechoslovakia not invited to this conference, Britain has been placed in a position to decide the fate of her threatened ally. The fate and future of Czechoslovakia and Europe is in our hands.

Thirdly, Chamberlain says that it is important that we see our efforts from his point of view. He is the highest ranking Government official and leader of Parliament. In part, he states that:

"It is still possible to secure peace in our time. I cannot and will not ever believe that any war is inevitable. The people of Britain and the world are grateful to us for having persistently followed our policy of peace and mediation. They do not view war as being inevitable. They too believe that wise guidance can create a new, long-lasting era of peace and security".

"Despite reports to the contrary, I believe in my heart that Hitler can be trusted and is an honorable man. He does not really want war. He is only interested in Germans and Germany. Is not the surrender of the Sudeten land to Germany a small price to pay for peace?"

"How shall we avoid the 'suicide of Czechoslovakia?' If we refuse Hitler and war breaks out, won't Czechoslovakia be the first to be destroyed? Yet, if we give in to Hitler's demands, we will have betrayed Czechoslovakia in an effort to save the rest of Europe from war. In doing so, we will have become co-partners with Hitler in dividing a free, independent, democratic nation."

"The principles of foreign policy and the conduct of foreign affairs require that we make our policy perfectly clear to everyone and that they know exactly where we stand and what we are prepared to do. We must never make threats that we cannot carry out. You and I must now consider what our true position really is!!! What could we do? What are we prepared to do? Could we stop Hitler with armed might? Is it possible to save Czechoslovakia and preserve peace at the same time?"

"Finally, we must consider our moral obligations. Do we have the moral right to prevent the Sudeten Germans from joining their blood brothers in Germany? Do we have the moral right to decide the fate of an independent nation who is too small to defend herself? Do we have a moral right to endanger the peace of the entire world just to protect one state in a single nation? Do we have the moral right to abandon our treaties with our allies to protect our own nation? And, do we have the moral right to risk a war our own countrymen do not want? You must help me find answers to these questions as well."

With these points made, Chamberlain then announces to your group how he wants you to help him in this difficult situation. He passes out a series of "Intelligence Reports" which tell of the present position of Germany, France, Britain, Czechoslovakia, and the Soviet Union. (See colored sheets). You are to review these "Intelligence Reports" so that you understand what we might expect of the nations involved. Then, you are to consider the demands of Hitler and Chamberlain's own position. Finally, you are to make recommendations as to <u>what policy you want Britain to follow</u> at this, the Munich Conference.

***You may want to review these first two pages before going on to the "Intelligence Reports"

***You may find Decision Sheets Numbers 1 and 2 helpful in working out your solution to this problem.

INTELLIGENCE REPORT: CZECHOSLOVAKIA

(a) In 1919, the nation of Czechoslovakia was created out of the old Austria-Hungarian Empire by the Treaties ending the Great World War (1914-1918).

(b) Czechoslovakia is a member of the League of Nations and is entitled to its protection.

(c) In April, 1938, Konrad Henlein, leader of the Sudeten Nazi Party, stated an 8-point program demanding rights, freedom, and autonomy for Germans living in the Sudeten land. Since then, Nazi-lead riots, strikes, and violence have been commonplace events.

(d) Since April, the French and British Governments have advised the Czech Government to consider making concessions to quiet the Sudeten Nazis and Hitler. Both Governments have suggested that despite treaties with Czechoslovakia, these agreements may not be honored in case of war with Germany.

(e) On Sept. 15, Hitler told British Prime Minister Chamberlain that the Sudeten Germans, the blood-brothers of those Germans living in free Germany, had to be returned to Germany and he would go to war to get them back.

(f) Militarily, the Czech Government believes it could delay the German army in case of war only with the aid of France, Britain, and the Soviet Union.

(g) To save face, the Czech Government is willing to make some small concessions to Germany if France and Britain can make it appear as if they were the ones that forced Czechoslovakia to give in to Hitler.

British Assessment of the Czechoslovakian Position:

Although possible to resist German military power for a short time, Czechoslovakia would almost "immediately and completely" be overwhelmed and crushed. Whatever resistence could be offered would be short-lived.

Due to the geographical position of Czechoslovakia, it matters not who would win or lose the war, in either case she would inevitably be destroyed. In case of war, she might last a month or two, but not more than this. Meanwhile, this democratic nation would have been destroyed, thousands of her citizens whould have been killed, and destruction would be widespread. In short, she could never survive a war.

****

INTELLIGENCE REPORT: GERMANY

(a) The German military forces at the present time are estimated to possess:
-2,800 modern, fast airplanes including 1,000 bombers;
-at least 60-80 fully-equipped, well-trained, motorized divisions;
-25-30 modern submarines as well as other large battleships and destroyers.
The German Armed Forces are the best equipped and most modern in the world.

(b) Hitler has frequently argued that Germany has a moral right to her people and a moral obligation to bring German people together within one nation.

(c) In September, Hitler told Chamberlain that "If France and Britain should go to war against Germany, let them do so. It is a matter of little concern to me. I am prepared for every alternative."

British Assessment of the German Position:

While there have been rumors about plots to overthrow Hitler and that risking war would cause a revolution in Germany, these appear to be only rumors. Hitler appears to have the full support of the military and the Government. There is little hope he can be removed from within Germany herself.

We have no reason to believe Hitler is bluffing. He seems to have the armed forces and power to defeat any nation in Europe one at a time. His army is ready to go to war. In any case, Hitler appears "not only ready to go to war but seems actually looking forward to it."

INTELLIGENCE REPORT: FRANCE

(a) The status of the French military forces at the present time is:
-700 aircraft, none of which are of a modern type;
-weapons and defenses are of the 'defensive' and not 'offensive' type;
-they do not have enough gas masks for even the poeple of Paris;
-the mobilization of 2 million men for possible military training and action started earlier this week, but at the present time France's army is small, ill-equipped, and non-motorized;
-the Marginot Line defenses and fortifications have not been updated.

(b) The French Government has informed Czechoslovakia that it would not go to war against Hitler unless Britain also went to war.

(c) French Prime Minister Daladier has been pretty consistent in his claims that France would meet its treaty obligations to the Czechs and would go to war on their behalf.

(d) Meanwhile, French Foreign Minister Bonnet has been equally insistent in his claims that France would not fight without Britain nor meet many of its other treaty obligations if it meant war.

(e) Despite a treaty with the U.S.S.R., France has kept the Soviets in the dark as to its intentions. The Soviet attitude is one of growing distrust for the French. And the Soviets have stated that they will not fight unless France does.

(f) If war broke out, France would become a great battlefield just like it did in the Great World War of 1914-1918.

British Assessment of the French Position:

Today as in the past several months, it is not clear what France expects to or will do in case Hitler goes to war over Czechoslovakia. It appears that the French Government itself is so divided on this issue that Britain cannot depend upon France for any help. France probably would fight if Britain were to declare war. It is also well known that the French people, like the British, do not want war, especially a war started over a "far off" nation like Czechoslovakia. However, the mobilization of 2 million men this week by France seems to suggest that France is making ready to fight. But whether this is a bluff is not clear.

****

INTELLIGENCE REPORT: THE SOVIET UNION

(a) The status of the Soviet Red Army at the present time seems to be:
- 45 fully armed yet mostly non-motorized divisions on her Western borders;
- estimated to have over 2,000 airplanes none of which are modern;
- Stalin's Great Purges of 1937 eliminated many of the Army's best officers and the Army has been demoralized.

(b) Although early in 1938 Poland and Roumania refused to let Soviet planes or armed forces cross their borders to reinforce the Czechs, the Soviets worked hard to get Roumania to change its mind. Since then, the USSR has delivered over 200 bombers to the Czechs as well as supply oil and parts.

(c) On September 21st, the Soviets announced they were ready to give all possible help if France came to the assistance of the Czechs.

(d) The French Minister says the USSR is making plans to go to war to protect its treaty obligations.

British Assessment of the Soviet Position:

Throughout this whole affair, the USSR has stood by its pledges and its declarations to defend the Czechs. At no time has there been any difficulty knowing where the Soviets stood. It appears as though they are willing to go to war if France does.

INTELLIGENCE REPORT: GREAT BRITAIN

(a) The status of the British military at the present time is:
- 2 non-motorized divisions are ready to go immediately to fight;
- 230,000 men in the entire armed forces, most of which are support crews;
- It would be possible to get only about 30,000 men to France to fight in the first 6 months of a war;
- 120 airplanes, most of which are not of the modern type;
- the Navy has been put on alert, but it is not prepared to fight a modern war. The new ships will not be ready until late 1940.

(b) Britain has already declared that "it would feel obliged to come to the aid of France if France went to war as part of its treaty with Czechoslovakia." But Britain would not go to war to defend the Czechs, only to protect and defend France.

(c) It is well known that Prime Minister Chamberlain believes that war is not inevitable in our generation. His Government is committed to a policy to preserve the peace of Europe for our time.

(d) Because of the confusion [illegible] the French-Soviet relationship, Britain is not sure what the Communists in the Soviet Union plan to do.

(e) In a message to Hitler two days ago, Chamberlain strongly hinted to the German leader that he could have the Sudeten land without having to go to war for it.

(f) The Ministers of the various member nations of the British Commonwealth have indicated they were not eager to go to war over the "Czech situation."

Assessment of Britain's Own Position:

We are not prepared to go to war and it is believed Hitler knows this. Most people in Britain feel it "is not worth a war to prevent the Sudeten Germans from going back to Germany." In the present state of our military forces, to go to war now would be like "a man attacking a tiger before he has loaded his gun."

It is unclear what any of our allies are willing to do, especially France. If all the nations of Europe would agree to fight to defend the Czechs, then war would most definitely be avoided. But, with one nation not sure what the rest would actually do in case of war, we cannot match the power of the German military. In any case, if war did break out, Czechoslovakia would be crushed. So it seems that we contribute to the suicide or the betrayal of the Czech nation.

Finally, Hitler has indicated that once the Sudeten Germans are reunited with their Fatherland, he will be happy and satisfied. But can he be trusted? Our Prime Minister thinks so, but most other leaders don't trust Hitler. Before he seized control of Austria, Hitler announced that with this territory added to Germany he would be satisfied. Now he wants part of Czechoslovakia. Will he soon want to take the rest of it. And then what will he want?

DECISION SHEET NO. 1

It has been suggested that the British Government practice a "policy of appeasement" at this, the Munich Conference. However, there are two different "appeasement policies" which could be followed. These are described briefly below:

One alternative to going to war is to give in to the demands of Hitler. To do so would be to follow a policy of appeasement--or doing something to satisfy the demands of another. Appeasement has been a traditional policy of the British Government for a long time. However, that policy was based upon concessions made from a position of strength. It was also rooted in a deep concern for considerations of international morality. The "Traditional Appeasement Policy" since 1933 had given Hitler every benefit of the doubt. He has been offered concessions greatly to his advantage, has taken them, and then asked for more.

We could adopt a "New Appeasement Policy." This policy would be tied to making concessions from a position of little power and almost no military strength. It would be based upon expediency and very little on moral considerations. This new policy would also be based upon fear and anxiety. Due to the present weak positions of the British and French military, we both fear and are anxious to avoid a major war at this time. Appeasement of this "new kind" here at Munich will not be one of appeasement's finest hours. This may be a misguided policy to follow, but it may be the only realistic one.

1. What does the term "appeasement" mean? _____

_____

2. What are three ways the Traditional and New Appeasement Policies are different from one another?
   (1)

   (2)

   (3)

3. At the present time in Britain, which policy of appeasement would be the most realistic one to follow?

   _____

4. What information in the "Intelligence Reports" would help justify your answer to "3" above?

5. If you followed the New Appeasement Policy, what messages would you be giving Hitler about the present condition of Great Britain and her allies?

DECISION SHEET NO. 2

1. After considering all the details in this matter, we recommend that Prime Minister Chamberlain take the following course of action to resolve this crisis: _____

_____

_____

_____

_____

2. The best reasons we can give to support our recommendation are:

(1) _____

_____

(2) _____

_____

(3) _____

_____

3. We realize that the probable consequences of this recommendation are going to be

(a) For Czechoslovakia: _____

_____

(b) For Britain: _____

_____

(c) For Germany: _____

_____

(d) For France: _____

_____

4. In selecting our recommendation, we believed that our highest moral obligation and considerations should go to _____

_____

SIGNED: _____ _____

_____ _____

_____ _____

SUGGESTED FOLLOW-UP QUESTIONS

"When do you say "NO'" to a greedy man?"

1. In your own words, why was it important for Hitler that the Sudeten land be returned to Germany?
2. What does the term "appeasement" mean?
3. If you were a member of the Czech Government, how would you have reacted to the outcomes of the Munich Conference?
4. What could Britain have done to prevent Hitler from taking the Sudeten land?
5. From the details provided in this activity, how well prepared was Germany to fight a war?
6. What beliefs did Chamberlain hold about Hitler?
7. Would you say that it was better from Britain to betray Czechoslovakia or to declare war and let Germany destroy this nation?
8. If you had been Chamberlain, would you have trusted Hitler?
9. In times of crisis it is sometimes tempting for a democratic government to appreciate the efficiency of a dictatorship. If Britain and France had dictatorships rather than democracies, could they have avoided the "Munich Crisis?"
10. From your knowledge of pre-World War events, when should Britain have said "NO!" to Hitler? Could they have said "NO!"?
11. Is there any way that appeasement could be a good policy for a government to follow?
12. In what ways do you practice "appeasement" in your own daily life? How does it work?
13. Was the policy of appeasement a practical policy for Britain to follow in 1938?
14. If you lived in Britain in September, 1938, how would you have reacted to Chamberlain's efforts to preserve "peace in our time?"
15. Should the United States have become more involved in the European crisis regarding the Sudeten-Czech issue?
16. What would have been the worst thing Chamberlain could have done at Munich?
17. Did Chamberlain do the nation of Britain any good by his Munich policy?
18. In a democratic nation, what obligations do the leaders have to their electorate?
19. If Chamberlain had caused Britain to go to war to stop Hitler, would he have been a "moral" man?

"Is This Any Way To Avoid A War???"

This activity focuses on the foreign policy of the United States during the pre-World War II era (1919-1941). It contains data related to America's efforts to stay isolationist and neutral as well as her gradual change to become a 'silent partner' in Europe's war against Nazi Germany. The activity itself places the student as part of the U.S. State Department team which considered the latest Japanese peace proposals in late November, 1941. Students are asked to consider U.S. efforts to remain neutral as well as the U.S.'s apparent contradictory policy of providing aid to Britain, France, etc. to fight the Germans. Then, students are given some information on the divisions within America relevant to what role America should play in the European war. Interestingly, little pre-war public opinion focused on the Far East war and Japan.

Students are asked to consider the latest Japanese peace proposal in light of Japanese knowledge of the U.S. foreign policy since 1919. In the decision sheet activity, students are asked to review America's foreign policy and to determine which policy should be and probably will be the major foreign policy for the next several years. They are also asked to formulate a response to the peace proposal offered by the Japanese in late November, 1941. My review of the pre-Pearl Harbor literature suggests that the terms of the peace proposal in this activity are very similar to those actually proposed by the Japanese diplomats at this time.

It is suggested that for this activity, your students:

a) read some background information in Chapter 25 of the text up to page 593.

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of five or six as they try to complete this activity.

d) review the major sections of this activity in their groups before trying to respond to the Decision Sheets.

e) consider the consequences of the various actions and the two foreign policies they could follow as well as the reasons for selecting or rejecting each action or policy.

f) reach group consensus as to what should be done rather than arrive at a group decision through democratic majority vote.

g) share their own group's decisions with those from other groups.

h) respond orally to some of the follow-up questions that are attached to this sheet.

i) compare their own answers with those decisions which actually came from the U.S. State Department up to December 7th, 1941 (Pages 600 and 601 in the text).

*****Take up all copies of the activity and all decision sheets*******

"Is This Any Way to Avoid A War???"

For this activity, you are to assume you are a member of the United States Department of State-the agency which focuses on foreign policy and foreign affairs. The head or Secretary of this Department is Cordell Hull. At this time, in late November, 1941, your group has been called together to help respond to the latest Japanese peace proposal.

The Japanese diplomats have been sent to try to work out a peace treaty with the U.S. Specifically they have asked that:

a) the continued Japanese military expansion into non-American territories in the Far East would not cause the U.S. to declare war against Japan;
b) the U.S. accept Japan's control of China and Southeast Asia and to acknowledge these territories as colonies of Japan;
c) the U.S. once again open trade with Japan, especially in such areas as oil, gas, steel, and iron;
d) the U.S. lift its policy of not trading arms and ammunition with Japan;
e) the U.S. drop its policy of "freezing" Japanese property and money within the U.S.;
f) the U.S. acknowledge Japan's military dominance in the Far East area; and
g) the U.S. consider signing a non-aggression pact with Japan saying that neither nation would go to war with the other.

At the same time as presenting these proposals, the Japanese have insisted that the Japanese do not want war with the United States. Secretary Hull has assessed the attitude of these diplomats as being "sincere."

As part of their negotiations, the Japanese presented a statement which summarized many important aspects of American Foreign Policy since 1919. Before presenting some of the details of this report, the diplomats mentioned that the U.S. policy has been somewhat unclear and contradictory. This uncertainty has brought some confusion among the Japanese diplomats. In outline form, the Japanese summary states:

-In 1919, the U.S. voted not to belong to the League of Nations because your people did not want to risk involvement in another war;
-During the 1920's, the U.S. signed several disarmament treaties to voluntarily destroy some of its weapons and to agree not to build others;
-In 1934, the Johnson Act said the U.S. Government could not loan money to any nation still owing the U.S. money from the last Great War;
-In 1934-35, the Nye Committee found that two major reasons the U.S. had entered the World War were:(1) the arms and munitions manufacturers had applied pressure for war because they could make a greater profit and (2) the bankers wanted to make sure their loans to Britain and France would be repaid.
-From 1935-37, a series of Neutrality Acts made it illegal for (1) U.S. arms sales to any warring nation, (2) U.S. ships to carry arms to any nation at war, (3) U.S. citizens to travel on ships of warring nations, and (4) the U.S. Government to loan money to any nation at war.

-By 1936, a group of American historians reported that there were few real differences between the two sides fighting in the Great World War. Thus, the U.S. did not fight for democracy, but only fought to help one group of nations against another group.
-Even as late as the 1940 Presidential election campaign, Roosevelt stated very clearly, "Your boys are not going to be sent to any foreign wars."

Consistent with their claims, the Japanese diplomats then present data which supports their arguement that U.S. foreign policy has been unclear. They state that:

-In 1937, President Roosevelt publically stated his concern that the U.S. prepare itself for war;
-In 1938, the "Declaration of Lima" stated that all nations of the two Americas would unite to fight any attack from outside nations;
-In 1938, the President asked Congress for billions of dollars to increase and improve the U.S. Navy;
-In 1940, the Selective Service and Training Act called all men from 21-35 to register for the military - the first peace time draft in U.S. history;
-In 1941, Congress passed the "Lend-Lease Act" which permits the President to give, lease, lend or sell supplies to any nation whose "safety" was tied to America's "safety;"
-In 1941, Roosevelt stopped all trade with Japan, especially in the areas of oil, gas, iron, and steel--all "essentials for the industrial growth and expansion of Japan";
-In 1941, U.S. ships began helping to patrol the Atlantic Ocean for German submarines and U.S. trade ships are now being armed;
-In 1941, the U.S. sent military forces to Geenland and Iceland;
-In late November, 1941, the U.S. is still insisting on its right to trade with a free, independent China knowing full well that Japan has captured nearly all Chinese ports and areas of U.S. trade.

Besides their report on what is obviously a contradictory foreign policy, the Japanese report that they are well aware of the deep division among the American people on the war issue. They know that two large points of view divide American public opinion.

One group of Americans argues that the U.S. has an obligation to take the side of democratic nations in their fight against dictators. The U.S. has to help all democratic nations and those conquered by the Nazis in every way possible short of war. Even some of these say that the U.S. might have to go to war to defeat the Nazi-Italian dictatorships.

A second group argues that the U.S. must stay out of war at almost any cost. These people argue that the war is a European war among European nations for reasons tied to European problems. Yet, some of this group is willing to go to war if the independence, security, and safety of the U.S. was threatened. These people consider a wartime American would cause restrictions on democracy and freedom--something that would bring tremendous harm to the American people.

In closing, the Japanese diplomats would like to know:

1. Which of the two foreign policies is the U.S. most likely to follow in the Far East?
2. Which of the seven parts of their proposal is the U.S. willing to accept?
3. What is the U.S. prepared to do to avoid war in the Pacific with Japan?

DECISION SHEET NO. 1

The focus of this Decision Sheet is to help you review the apparent contradictions in U.S. foreign policy from 1919 to November, 1941. This review is important because our foreign policy helps to tell other nations what we are and are not prepared to do in international affairs. It also tells them what we will and will not do to help our friends or stop our enemies. If our policy is so contradictory, what does this tell our friends? our enemies? our potential enemies?

1. The three best ways to describe the U.S. policy up to 1937 would be:

   (1)

   (2)

   (3)

2. The three best ways to describe the U.S. Foreign Policy since 1937 would be:

   (1)

   (2)

   (3)

3. If the Japanese diplomats asked me (us) for a single statement which would summarize U.S. Foreign Policy at the present time, I (we) would tell them:

4. From what you know of U.S. policy and attitudes, how far would America go short of war to stop the dictatorships in Europe and Japan?

5. From your own understanding, is it possible for the U.S. to avoid war in the Far East? In Europe? If it is, how would you propose to do it???

DECISION SHEET NO. 2

According to our position in the State Department, we are making the following recommendations to Secretary Cordell Hull. We understand these are only recommendations, but we know that in the past he has repeatedly followed our proposals with few changes.

1. The foreign policy the U.S. should and is more likely to follow in the immediate future is:

2. The benefits of following this policy are:

3. The dangers of following this policy are:

4. In consideration of the latest 7-part Japanese peace offer, we believe the Secretary should advise the Japanese that the U.S. Government will

5. If the Japanese (our potential enemy) or the British (our ally) should ask us what two things most characterize American Foreign Policy at the present time (November, 1941), we would say:

   (1)

   (2)

SUGGESTED FOLLOW-UP QUESTIONS

"Is This Any Way To Avoid A War???"

1. What does the term "neutrality" mean?
2. According to the handout, what were three items of the peace proposal offered by the Japanese prior to Pearl Harbor?
3. Who was the U.S. Secretary of State in 1941?
4. What are at least two activities of the U.S. which would suggest the U.S. wanted to be neutral during any new war?
5. Was it possible to enforce the Neutrality Acts of 1935-37?
6. What was the "Lend-Lease Act" of 1941?
7. What are three steps the U.S. took in 1940-41 to prepare for war should it come?
8. How "neutral" was President Roosevelt during the 1938-41 period?
9. Is "neutrality" a good policy for a governement to follow?
10. Was "neutrality" a feasible policy for the U.S. to follow in 1941?
11. In what ways might "neutrality" and "appeasement" be similar? different?
12. With your background information, what policy would have been the best for the U.S. to follow from 1939-41?
13. What would have been the consequences of continued U.S. neutrality in 1941-42?
14. Could the U.S. have avoided involvement in World War II?
15. American men were drafted for service as early as 1940. Was this "peace time draft" a good policy for America in preparing for war?
16. Was the U.S. attitude towards Britain a good attitude to have in 1939-41?
17. How does a nation's foreign policy communicate the strength or weakness of that nation?
18. From the information given, did President Roosevelt do a good job in preparing the U.S. for war?
19. From the information given, would you say Roosevelt believed in the U.S.'s policy of neutrality?
20. From the advantage of hindsight, what should the U.S. foreign policy have been from 1919 through 1941? Would this policy have prevented U.S. involvement in World War II? Would it have prevented World War II?

"This Way or That Way?"

This activity focuses on the early stages of World Way II and the early plans the Allies made to fight the two front war. Information is provided which describes the early decisions Roosevelt and Churchill made in terms of defeating the Germans first and Japan last. The details of this activity places students in the position of deciding what route or routes the Allies should take to defeat fortress Europe. Students are to consider what routes are available, which should be taken, and in what order they should be taken. All the routes presented on the map were actually proposed or taken by the Allies during the war. As military officers, the students are asked to plan the strategy for the Allies. The decision sheets help students to become aware of the requirements for each route as well as the possible advantages and disadvantages of each route.

It is suggested that for this activity, your students:

a) read some background information in Chapter 26 of the text up to page 611.

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of four or five as they try to complete this activity and the decision sheets.

d) review the information presented in the first part of this activity in their groups before they try to reach a decision.

e) consider the consequences of the various options as well as the reasons for selecting or rejecting each option.

f) share their own group's decisions with those from other groups.

g) respond orally to some of the follow-up questions that are attached to this sheet.

h) compare their own answers with those policies President Roosevelt and Prime Minister Churchill actually followed from April, 1942 to May, 1945 (pages 611 - 618 of the text.)

*** i) have students write out their final strategy on a separate sheet of paper including their reasons for taking the routes they have selected

PICK UP ALL MATERIALS AND DECISION SHEETS!!!

"This Way or That Way?"

In December, 1941, President Roosevelt met with Prime Minister Winston Churchill to plan U.S. - British efforts to fight a European and Pacific war. Both leaders agreed that the most important task was to defeat Germany--the most powerful of their enemies. At this time, the concern was to protect Great Britain and then to attack the "fortress of Europe" controlled by the German - Italian armies.

Roosevelt and Churchill agreed that 1942 should be spent defending existing Allied territory and bases and also preparing for limited offensive action in 1943. In 1943, they planned to be ready to invade the continent of Europe. The Military leaders of both nations were to consider possible alternative routes to take for the invasion of Europe.

Now, in April, 1942, it was time to make some decisions about what routes to take to win the European war. The Germans and their Allies now controlled all of Europe, most of the Mediterranean islands, much of North Africa, and large segments of western Russia. Truely, Europe was an armed fortress. The decision as to how, when, and where to attack was important. Too few forces at the wrong time or wrong place would be disasterous. Equally important, an overly ambitious plan without sufficient power, strength, or arms for success would be fatal to the Allies.

During this meeting, the U.S. military leaders argued for a single, great invasion of Europe accross the English Channel as early as Spring, 1943. To them, this invasion would combine Allied mass and offensive. The Americans argued this plan would be successful because England could be used as a base for the invasion. She was close to France, was shielded from German power by her air and naval forces, and was willing to be used for such an operation. Besides, this plan would attack the heart of the German defenses, would follow historic invasion routes of past centuries of conflict, and would settle the war over Europe in less time.

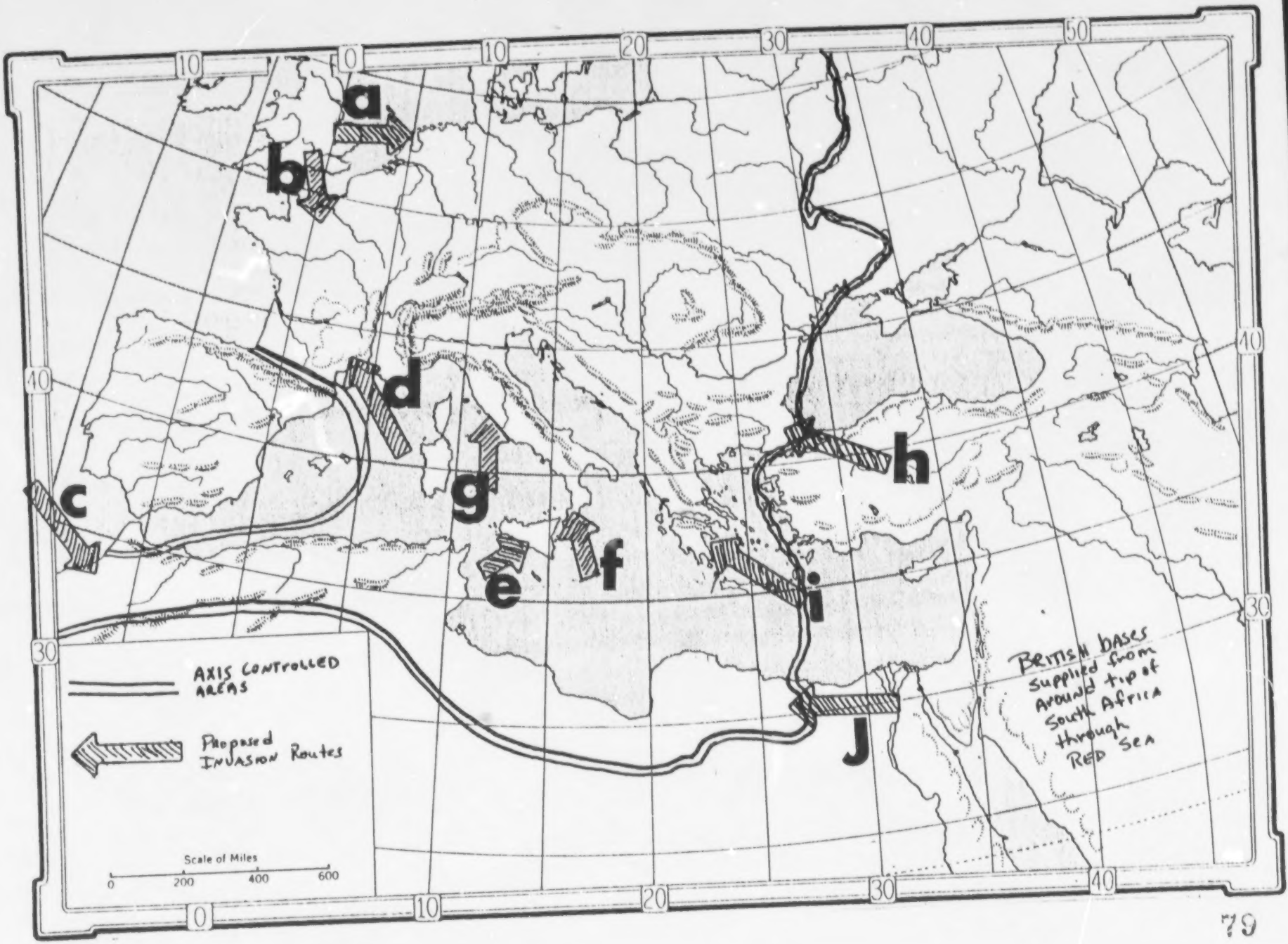
The British argued that such an immediate, direct invasion would be necessary only if the German efforts against the Soviets would bring the surrender of Russia. This plan, Operation SLEDGEHAMMER, would be used only as an emergency plan to save Russia from defeat. On the other hand, attacks against the German-Italian forces in North Africa and along the Mediterreanean Sea coastlines seemed likely to bring more direct results. They argued that Germany expected an invasion across the Channel, so those coastal regions were heavily defended. The coasts of North Africa and along the Mediterranean Sea were less heavily defended. They are vulnerable targets and can be occupied.

The map on the attached page helps to point out the various routes the two sides argue should be used to attack German-Italian territory and conquests.

You are a member of the Joint Military Command. It is up to your group to consider the present situation in Europe, to assess the abilities of the Allies to make a single or several offenses, and to recommend what the strategy for the European war ought to be. Your decisions as to what route or routes should be taken will determine where and when you will send American and Allied troops to fight and die. You must keep in mind the fact that these invasion forces must be reinforced, protected, and supplied after they have successfully landed.

Your group may decide to use several invasion routes at a time or to take them one step at a time. The objective is to win the war without wholesale slaughter of your men. Both President Roosevelt and Prime Minister Churchill are likely to follow much of your group's advice in carrying out the war effort.

At this time, you should study the map. Then, turn to the Decision Sheets to consider the advantages and disadvantages of each suggested route. Also, you should take note of the preparation needed for each invasion route to make sure each route is possible for your armies to take. Finally, you should explain your decision about what route(s) to take in what order to defeat the German-Italian forces.


a
b
c
d
e
f
g
h
i
J
AXIS CONTROLLED AREAS
Proposed INVASION Routes
Scale of Miles
0
200
400
600
BRITISH BASES supplied from around tip of South Africa through RED SEA

DECISION SHEET NO. 1

For this activity, you are asked to identify and consider the preparations that you expect to have to make in order for each proposed route to have some chance of success. This would include such things as what base would be used to start the attack, where would supplies and support come from, etc. Also list one effect of each of these proposed routes assuming you were successful in your invasion/attack efforts.

ROUTE	PREPARATION NEEDED FOR THIS PROPOSED ROUTE	PROBABLE CONSEQUENCES OF THIS PROPOSED ROUTE
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

DECISION SHEET NO. 2

For this activity, you are asked to identify and consider the possible advantages and disadvantages of each of the ten (10) proposed invasion routes identified in the map. Write in at least one advantage and one disadvantage of each proposed route.

ROUTE	ADVANTAGES OF THIS PROPOSED ROUTE	DISADVANTAGES OF THIS PROPOSED ROUTE
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

Suggested Follow-Up Questions

1. According to the handout, what important decisions did Roosevelt and Churchill make in their December, 1941 meeting?
2. Why was Europe called a "fortress?"
3. According to the handout, in what year did the Allies plan to invade Europe?
4. In April, 1942, what was the extent of the German-Italian conquests in Europe and Africa?
5. What plan did the Americans favor in the strategy to defeat Germany?
6. Why did the Americans favor the use of Great Britain as a base for an invasion?
7. What plan did the British favor in the strategy to defeat Germany?
8. What are three ways the American and British strategies differed from one another?
9. What was "Operation Sledgehammer?"
10. In 1942, was the American or British strategy more reasonable?
11. In April, 1942, how well prepared was America for a direct invasion of France?
12. Did the strategy you proposed agree more with the British or American strategy?
13. Did you consider the loss of life in making your decisions about what routes to follow?
14. How did your strategy differ from the strategy the Allies actually took during the war?
15. In what month and year was the American strategy actually carried out?
16. What is "D-Day?"
17. Did Roosevelt live to see the surrender of Germany in May, 1945?

"How You See It, Now You Don't"

This activity focuses on the last stages of the war against Japan as of mid-July, 1945. The Potsdam Conference has just ended with the Allied ultimatum to Japan to surrender immediately and completely. Truman has already received word that the atomic bomb has been successfully tested on the sands of New Mexico. Students are asked to assume the role of War Department officials who are to recommend to President Truman when and where the atomic bombs should be dropped. Students are asked to consider the status of the Japanese war machine as of July, 1945 as well as data about the U.S. preparation for the November 1st invasion of the Japanese home islands. All the details of the context were obtained from U.S. military documents and reports. Students are to decide when the atomic bomb (s) should be dropped as well as what locations are to be bombed. They are asked to complete the Decision Sheets at the end of the activity--first as individuals and then as a group.

It is suggested that for this activity, your students:

a) read some background information in Chapter 26 of the text up to page 618.

b) work on this activity on a Tuesday or Wednesday in class.

c) work in small groups of four or five as they try to complete this activity and the decision sheets.

d) review the information presented in the first part of this activity in their groups before they try to reach a decision.

e) consider the consequences of the various options as well as the reasons for selecting or rejecting each option.

f) share their own group's decisions with those from other groups.

g) respond orally to some of the follow-up questions that are attached to this sheet.

h) compare their own answers with those policies President Truman actually followed in August, 1945 (pages 618 - 621 of the text).

"Now You See It, Now You Don't"

In mid-July, 1945, the United States still found itself at war with Japan. President Truman has just returned from the Potsdam Conference where the Allied leaders called upon Japan to surrender immediately and unconditionally. Yet, the President has asked for a report on the current situation in Japan - in case the surrender does not come. As a leading member of the War Department Staff, you are involved in developing this report.

Among the important items in the report are:

a) Since early June, 1945, U. S carrier - and island - based planes have continuously bombed the home islands of Japan.
b) Since July, U.S. naval craft have bombarded Japan's sea ports and port cities.
c) From early 1945, U.S. planes have attacked Japanese forces and bases on Formosa, South China Sea area, and in China with little opposition.
d) Since early, 1945, U.S. submarines have redoubled their efforts to eliminate all Japanese shipping and naval forces to cut Japan from her overseas supplies, forces, and raw materials.
e) Since early June, Japan has been nearly isolated from her overseas bases and supplies due largely to the U.S. Naval blockade.
f) By mid-July, the status of the Japanese military effort seems to be:

- the Japanese Navy no longer exists.
- Japan's industry appears incapable of much further war production.
- Japan has no access to her overseas supplies or raw materials
- Japan has 2 million armed men in uniform on her home islands
- Japan has approximately 3,000 aircraft on her home islands most of which are to be flown by her Kamikaze pilots.

g) In the April-June fighting for the islands of and around Okinawa, 300 miles south of Japan, the U.S. lost 75,000 men as the Japanese forces fought to the last man. The effects of the Kamikaze planes were disasterous for the U.S. Navy ships in the area.
h) As early as June, some of the responsible leaders of Japan have sought peace with "peace feelers" being sent through the Soviet Union to see about possible terms of peace.

In summary, it would appear that most responsible leaders of Japan want to end the war. However, the military still controls the Japanese Government, and these leaders do not want peace at the present time. While the home islands of Japan are not capable of much further war production, the army has sufficient forces to fight on for months in the streets, cities, and countryside of Japan. If the Japanese forces fight with the same fanticism as they did on Okinawa to defend Japan herself, it is possible the Allies could lose 1 million men in a direct invasion of Japan.

Your report also lists the following about the U.S. effort during the past several months:

a) In February, 1945, Churchill, Roosevelt, and Stalen met at the Yalta Conference where the Soviet Union agreed to enter the war against Japan 3 months after Germany's defeat.
b) Since May, with the defeat of Germany, the U.S. has been trying to move 1 million men from Europe to the Pacific to prepare for the invasion of Japan,
c) The U.S. has also tried to provide relief to civilians in Europe while preparing for the Japanese invasion.
d) In July, at Potsdam, the Allies issued a call for Japan to surrender--and as yet no answer has been received.
e) The scheduled date for the Allied invasion of the Japanese home islands is November 1, 1945--three and a half months away.
f) On July 16, at Alamagordo, New Mexico, an atomic bomb was successfully tested. This bomb is the largest, most destructive weapon ever invented by man. Additional atomic bombs are ready for use.
g) President Truman has already given orders that several atomic bombs be made ready for use against Japan in case they do not surrender immediately or unconditionally.

In summary, you find that the U.S. is preparing for an invasion of Japan on November 1, 1945 with an invasion force of over 1 million ground troops plus naval and air support. The President has ordered the readiness of several atomic bombs for possible use against Japan.

As part of the War Department Staff, you have been requested to recommend:
(1) when the atomic bomb should be used - if it should be dropped at all, and
(2) where it should be used to be most effective in bringing the Japanese surrender as soon as possible.

(Review the above with your group before going any further)

DECISION SHEET NO. 1

For this activity, you are to make recommendations as to "when" the atomic bomb is to be used. This decision concerns itself with the timing of its use against Japan. After you have made your personal recommendations, share your responses with your group to arrive at a group decision through consensus.

To help you in your decision, you are to rank order the six possible times listed as to when the bomb could be used. Place the number "1" to the left of the time you would most prefer it being used, a "2" to the left of the time you would next consider its use, and so on until a number "6" is to the left of the least important time for its use.

_____ a) The atomic bomb should be dropped immediately with no prior warning given the Japanese.

_____ b) The atomic bomb should be dropped within one week after the Japanese have been warned.

_____ c) The atomic bomb should be dropped on the Japanese people only after a demonstration has been given where the Japanese people can see its effects.

_____ d) The atomic bomb should be dropped immediately before the November 1, 1945 invasion of Japan by the Allies.

_____ e) The atomic bomb should be dropped after the invasion of the Japanese home islands has began and only if the Japanese resistence is heavy.

_____ f) The atomic bomb should never be dropped for any reason at any time against a people or nation.

DECISION SHEET NO. 2

At this time, you are to consider "where" the atomic bomb or bombs should be dropped - if they should be dropped at all.

You know that each bomb can be dropped from a single plane, and that the bomb will be exploded in the air above the ground. You also know that the bomb explosion will be equivalent to about 20,000 tons of highly explosive tnt. The effects of the bomb on other than desert land is not known.

The places listed below have been suggested as possibilities for dropping the atomic bombs. Each location has advantages and disadvantages in terms of the effects the bomb would or could have on bringing an immediate Japanese surrender. Suppose the U.S. had to drop as many as three (3) atomic bombs, where should they be dropped?

In the space to the left of the locations listed below, place the number "1" to the left of the <u>three locations</u> the atomic bomb should be <u>dropped first</u>. These locations will then be the ones where atomic bombs will be dropped to bring a quick Japanese surrender. Place the number "3" to the left of the <u>three locations</u> where the atomic bomb should <u>never be dropped</u> no matter what happens. The suggested locations for bombing include:

_____ a) Tokyo, the Capitol city of Japan as well as her population center.

_____ b) A military seaport - naval yard (although these are located near populated areas).

_____ c) A military in-land base if one can be found with large numbers of troops (even though it is near a populated area).

_____ d) An industrial city with enormous war production output even if workers are civilians forced to work in war production activities.

_____ e) An off-shore explosion several miles off the coast of Japan in full view of many of the Japanese people and leaders.

_____ f) In an isolated mountain region of Japan where the effects of the bomb on trees and countryside could be clearly demonstrated.

_____ g) A civilian population center to force the survivors to demand peace and surrender.

_____ h) On an off-shore island base where the effects could be examined but where few people would be killed.

_____ i) The bomb should not be dropped at all.

Remember, your decisions must keep in mind that you want Japan to surrender immediately and unconditionally.

After you have made your individual choice, work with your group to reach a group decision as to the top three and bottom three locations for bombing.

DECISION SHEET NO. 3

As members of the War Department Staff, we recommend to President Harry S. Truman the following action be taken relative to the use of the atomic bomb against Japan.

In terms of <u>when</u> the atomic bomb ought to be used, we recommend that_____

_____

_____

_____

The reasons for our decision are:

1) _____

_____

2) _____

_____

In terms of <u>where</u> the atomic bomb ought to be dropped, we recommend the following as first priorities:

1) _____

_____

2) _____

_____

3) _____

_____

We believe these locations will bring the quick and complete surrender of Japan for the following reasons:

1) _____

_____

2) _____

_____

Suggested Follow-up Questions

1. In this activity, President Truman made the final decision about dropping the atomic bomb. How did Truman become President?
2. According to the activity, what are three facts that describe the Japanese armed forces in July, 1945?
3. What are "kamikaze" planes?
4. What battle suggested to the Americans that an invasion of Japan would cost 1 million Allied soldiers?
5. What are three steps the U.S. took in its preparation to invade the islands of Japan?
6. What role did the submarine play in the defeat of Japan?
7. What is a "peace feeler?"
8. Why would the Japanese send "peace feelers" through the Soviet Union?
9. What role did the Soviet Union play in the defeat of Japan?
10. What decision was made at the Potsdam Conference regarding the Japanese surrender?
11. What date was set for the Allied invasion of Japan?
12. What was the location of the first atomic bomb test in July, 1945?
13. As you made your decision about when the bomb should be dropped, did you find it to be an easy decision?
14. Was it easy to decide to drop the bomb on an enemy whom most Americans never saw?
15. If it were necessary, would you have agreed to drop an atomic bomb on Germany?
16. How did your decision differ from that President Truman finally made?
17. Would your decision have ended the war sooner than that made by Truman?
18. In situations where human life and death are involved, is it easy to "play God?"
19. When you made your final decision, did you feel uncomfortable?
20. Suppose you were President Truman and you just heard that 100,000 people had just been killed by the atom bomb. Would you be excited?
21. According to the text, what two Japanese cities were destroyed by atomic bombs?

APPENDIX B :

LETTER FROM TEACHERS WHO

PARTICIPATED IN THE STUDY

Tempe Union High School District
QUALITY INTEGRITY RESPONSIVENESS

Corona del Sol High School
1001 East Knox Road • Tempe, Arizona 85284 • Phone 838-8888
DR. JOHN C. WATERS, SUPERINTENDENT
JAMES C. LOVE, PRINCIPAL
ELDON MAILES, ASSISTANT PRINCIPAL
JAN A. VELASCO, ASSISTANT PRINCIPAL

To: Dr. Robert Stahl

From: Larry Campbell
James McBride

Subject: Personal observations of group activities not measured by administered tests

The following observations, both positive and negative, are given to amplify the objective measurement of the group activities used in American History classes.

The general impression was favorable. The gains in knowledge in all classes was enough to warrent use of the activities in the future. The following statements are made to clarify measurement statistics.

Positive aspects:

1) There was a great amount of participation, both during the group activity and as a class. In addition individual students developed definite views and opinions.

2) Studerts gained a perception of the intricacies of decision making, gaining awareness of the fact that rarely is an item all black or all white.

3) They began to see both sides of the question better.

4) The group activities often served to break up the monotony of regular classroom lectures.

5) Finally there was a decided advantage during periods of entire class activities where you were able to list and compare group decisions and responces. Here different groups frequently had different decisions and this in turn led to class discussions that further refined their thinking on the subject.

NEGATIVE aspects:

1) The difficulty in a survey course of spending so much time on one, often narrow topic.

Tempe Union High School District

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Negative aspects (continued)

2) The need for more attention to group structure and topic selection and development. You must be extremely careful to keep the reading and vocabulary level geared to the level of the class and at the same time develop interest in the topic.

3) Careful attention must be given to setting up good, co-operative groups.

4) The element of having enough space and the ability of one teacher to monitor five or six widely separated groups is a large problem.

5) When the project is not being used on an experimental basis it would be best to have the student do the required reading out of class, this would speed up the in class process considerably.

6) Since this was used in American History classes where most of the students had not taken any previous history or geography classes the proper introduction of the topic was often quite a problem. The students normally had no previous knowledge of world relationships that were important elements in the decision making process of those involved in making the decisons in the United States. Since this was used in a survey class there was not normally enough time to thoroughly explain those factors.

As stated in the first part of the list the overall effect was positive, a more dynamic class, a more knowledgeable student and, according to the instruments used to measure retention, the knowledge gained was retained better.

APPENDIX C :

COPIES OF THE TESTS USED

1
4.5
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

MALE / FEMALE

MONTH / DAY / YEAR
OF BIRTH

AMERICAN HISTORY SURVEY

Short answer. For each of the following questions, you are asked to provide the correct answer. Read each question carefully and write in the information called for by the question.

1. At the end of World War I, Germany was forced to make several billions of dollars in reparation payments. What was the purpose of these reparations payments?

_____

2. What was the name of the Republican Senator who bitterly opposed the U.S. entry into the League of Nations in 1919?

_____

3. In 1920, because Americans wanted to return to the 'good old days', Warren Harding and the Republican Party won landslide victories. What important word in Harding's campaign slogan reflected this American mood? Harding promised a "return to_____."

4. At the time of the Scopes Trial as well as today, what is the name given to those people who believe in a strict or literal interpretation of the Bible, including its account of the creation of the earth and of mankind? These people are called "_____."

5. The "Stock Market Crash" of October, 1929 was not the real cause of the Depression. Since this is the case, what is the relationship between the stock market and our nation's economy?

_____

6. At the time of the Great Depression what was the name of the political party to which president Herbert Hoover belonged?

_____

7. In five words or less, after the first four years how well did the New Deal programs improve the American economy or end the depression?

_____

8. What was the name given by the press to the group of inexperienced politicians and university professors who helped President Roosevelt plan his New Deal programs?

_____

9. At the time of the 1938 Munich Conference, how would you describe the role the Soviet Union was prepared to take should war break out in Europe?

_____

10. What was the name of the policy that the British Government followed during the 1938 Munich Conference regarding the Sudetenland - Czechoslovakia crisis?

_____

11. What was the name of the law Congress passed in 1941 which permitted the President to give, lease, sell, or lend supplies and materials to any nation whose safety was tied to the safety of America?

_____

12. Suppose you were a Japanese diplomat in early December, 1941. In five words or less, what would be the most accurate way to describe U.S. foriegn policy from 1933-1941 regarding her neutrality?

_____

13. In 1942, the British argued that the only reason they could accept for a direct invasion of France was to save one other nation from being captured by the Germans. What was the name of the country the British wanted to save? _____

14. What is the name of the region of France where the largest allied invasion of Europe took place in June, 1944? _____

15. What was the name of the Japanese "suicide planes" which proved to be so destructive to the U.S. Navy late in the War? _____ planes

16. Before the U.S. dropped the atomic bomb on Japan, how many soldiers did the Allies expect would be killed if a direct invasion of Japan were necessary? _____

Multiple Choice: For each of the following items, select the correct answer from among the four listed. Note that for each item, there is but one correct answer. Circle the letter that represents your answer.

17. The Treaty of Versailles was largely the work of the leaders of the three most powerful Allied Nations. Which of the following men was <u>not</u> a member of the "Big Three" at Versailles?

    a) Georges Clemencean
    b) Lloyd George
    c) Teddy Roosevelt
    d) Woodrow Wilson

18. Which one of the following statements was <u>not</u> included in the peace treaty the U.S. finally signed with Germany at the end of World War I?

    a) the Germans accepted full blame for starting the world war.
    b) the British were allowed to take control of some German colonies.
    c) the French were allowed to take control of some German coal fields
    d) the Germans were allowed to rebuild their navy but not its army

19. Which one of the following represents the <u>results</u> of the trial of John Scopes regarding his teaching about Darwin's evolution theory?

    a) found guilty but with no fine or sentence
    b) found guilty with a $100 fine
    c) found guilty and lost his teaching job
    d) found not guilty and could return to teaching

20. One of the following men served as the lawyer who <u>defended</u> John Scopes during the famous "monkey trial." Which person defended Scopes?

    a) William Jennings Bryan
    b) George Butler
    c) Clarence Darrow
    d) George Rappelyea

21. There were several policies and ways President Hoover tried to end the depression. Which one of the following policies did Hoover <u>not want to use</u> to help Americans out of the depression?

    a) grant immediate, direct relief to the people
    b) practice traditional, conservative economic policies
    c) urge state and local governments to spend their own money on relief
    d) loan money to state and local governments for local work projects.

22. All of the following statements are true about Herbert Hoover in 1928 <u>except</u> one. Which statement is <u>not true</u>?

    a) he had no previous experience in government
    b) he defeated New York Governor Al Smith for the Presidency
    c) he believed in private property, private business, and competition
    d) he campaigned on the slogan, "a chicken in every pot!"

23. President Franklin Roosevelt's 1933-36 New Deal programs have often been described as stressing the "3 R's." Which of the following was not one of the "3 R's?"

a) Relief
b) Reconstruction
c) Recovery
d) Reform

24. According to the textbook, three of the four persons listed below offered their own economic solutions to end the depression and save America. Which person did not offer such a plan?

a) Senator Huey Long
b) Frances Perkins
c) Father Charles Coughlin
d) Francis Townsend

25. Which one of the following individuals represented the British Government at the 1938 Munich Conference?

a) King Edward IV
b) Nevile Chamberlain
c) Sir Winston Churchill
d) Prime Minister Lloyd George

26. In 1938, before Hitler demanded the Sudetenland from Czechoslovakia, his army seized another European nation. What was the name of this nation?

a) Poland
b) Hungary
c) Belguim
d) Austria

27. Which of the following individuals served as the American Secretary of State during World War II?

a) H.H. "Hap" Arnold
b) Cordell Hull
c) George Marshall
d) Wendell Willkie

28. In 1946, a board of inquiry studied the reasons for the U.S. disaster at Pearl Harbor and found three of the four reasons that follow to be true. Which reason was not found to be true about the attack?

a) the highest ranking military and government officials thought the attack would not be on Pearl Harbor
b) the U.S. had broken the Japanese code but did not take advantage of it to prepare for the attack
c) the U.S. Navy lost track of the Japanese fleet Northwest of Hawai'i and failed to relocate it
d) the U.S. government officials let the Japanese attack Pearl Harbor to get America in the war

29. Which one of the following names served as the code name for the June, 1944 Allied invasion of the beaches of France?

a) Operation Beachhead
b) Operation Overlord
c) Operation Sledgehammer
d) Operation "V-E" Day

30. During World War II, which one of the following routes did the Allied not take in their efforts to defeat the German and Italian armies?

a) across North Africa from Egypt
b) through Spain to France from North Africa
c) through Italy and Sicily from North Africa
d) through Southern France from North Africa

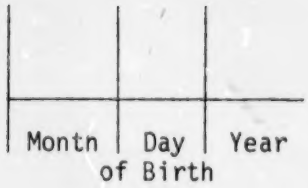
31. Three of the four statements below are true about the U.S. efforts to drop the atomic bombs on Japan. Which statement is not true?

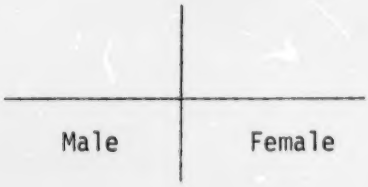
a) the atomic bomb was first tested in Alamogordo, New Mexico
b) the atomic bombs were dropped after Japan was given a chance to surrender
c) the atomic bombs were dropped because the military outvoted the President
d) the atomic bombs were used as an alternative to an Allied invasion of Japan

32. On what two Japanese cities were the two atomic bombs dropped in August, 1945?

a) Nagasaki and Hiroshima
b) Nagasaki and Tokyo
c) Hiroshima and Yamamoto
d) Hiroshima and Tokyo

On the following pages you will find a number of statements to which you may or may not agree. Mark each statement in the blanks under the statement according to how much you agree or disagree with it. Place a check (✓) on the line that best describes your own reaction to each statement. There is no correct or wrong answer. Take your time and respond to all items.





I STRONGLY DISAGREE	I DISAGREE SOMEWHAT	I DISAGREE A LITTLE	I NEITHER AGREE NOR DISAGREE	I AGREE A LITTLE	I AGREE SOMEWHAT	I STRONGLY AGREE
3	2	1		1	2	3

1. I really understand how other people view the world.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

2. The more information I have about the people in a situation, the more difficult it is for me to make a decision which affects them.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

3. No problem is so great or complicated that it can't be run away from or ignored.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

4. I must admit I often try to get my own way regardless of what others may want or say.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

5. I pay careful attention to what other people value, believe, and feel.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

6. I know now exactly what I believe and value and how I use these to deal with problem situations.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

7. I often wish I were someone else rather than who I really am.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

8. I can recall a lot about the content I have recently studied in this course.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

9. I know what others think about my values, beliefs, and value choices.

   ___ ___ ___ ___ ___ ___ ___
   3 2 1 1 2 3

10. One of the worst things a person could do is to attack publicly the people who believe in the same things as she/he.

    ___ ___ ___ ___ ___ ___ ___
    3 2 1 1 2 3

11. It is difficult for me to accept the values, beliefs, and feelings of people I don't know personally.

    ___ ___ ___ ___ ___ ___ ___
    3 2 1 1 2 3

12. Before I make a personal decision, I try to get as much information as I can to help me.

    ___ ___ ___ ___ ___ ___ ___
    3 2 1 1 2 3

I STRONGLY DISAGREE	I DISAGREE SOMEWHAT	I DISAGREE A LITTLE	I NEITHER AGREE NOR DISAGREE	I AGREE A LITTLE	I AGREE SOMEWHAT	I STRONGLY AGREE
3	2	1		1	2	3

13. I personally determine my own experiences and what happens to me.

3 2 1 ___ 1 2 3

14. Even when my close friends are likely to disagree with me, I am not afraid to stick up for my own decisions and actions.

3 2 1 ___ 1 2 3

15. I am able to express my opinions, values, and feelings clearly to others.

3 2 1 ___ 1 2 3

16. I often give reasons for my decisions that people want to hear rather than tell the reasons I actually used in making a decision.

3 2 1 ___ 1 2 3

17. I have a good understanding of the subject matter content I have been studying in this course.

3 2 1 ___ 1 2 3

18. Being a very active participant in class discussions is of little value to me.

3 2 1 ___ 1 2 3

19. I personally have a good attitude about studying the events, facts, and materials from the past.

3 2 1 ___ 1 2 3

20. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

3 2 1 ___ 1 2 3

21. I often feel things as if I were in some other person's shoes.

3 2 1 ___ 1 2 3

22. I am well aware of how time and other factors often force me to limit or restrict the choices I can make.

3 2 1 ___ 1 2 3

23. I am able to clearly tell others why I make many of my decisions.

3 2 1 ___ 1 2 3

24. I get upset when people don't accept my opinions or decisions.

3 2 1 ___ 1 2 3

I STRONGLY DISAGREE	I DISAGREE SOMEWHAT	I DISAGREE A LITTLE	I NEITHER AGREE NOR DISAGREE	I AGREE A LITTLE	I AGREE SOMEWHAT	I STRONGLY AGREE
3	2	1		1	2	3

25. The more the values, beliefs, and feelings of others disagree with mine, the less I pay attention to what they say.

3 2 1 ____ 1 2 3

26. I know why I have the beliefs and values that I have.

3 2 1 ____ 1 2 3

27. I often don't ask enough meaningful questions to get the information I need to help me make a decision.

3 2 1 ____ 1 2 3

28. I have the ability to correctly identify the real problem in situations where I must make an important decision.

3 2 1 ____ 1 2 3

29. I feel comfortable telling others how I feel and what I believe.

3 2 1 ____ 1 2 3

30. If one really takes the trouble to understand the world one lives in, its an easy matter to predict future events.

3 2 1 ____ 1 2 3

31. I can read or hear about the happiness or sadness of others and then find myself feeling part of their happiness or sadness.

3 2 1 ____ 1 2 3

32. I often consider how my own choices and decisions will affect others before I make a final choice.

3 2 1 ____ 1 2 3

33. It is not important for me to identify more than two possible choices for every problem I encounter.

3 2 1 ____ 1 2 3

34. I frequently ignore the opinions of those who disagree with me.

3 2 1 ____ 1 2 3

35. I take the time to communicate my ideas, decisions, values, and feelings clearly to other people.

3 2 1 ____ 1 2 3

36. I know how my values, beliefs, and feelings affect my actions.

3 2 1 ____ 1 2 3

I STRONGLY DISAGREE	I DISAGREE SOMEWHAT	I DISAGREE A LITTLE	I NEITHER AGREE NOR DISAGREE	I AGREE A LITTLE	I AGREE SOMEWHAT	I STRONGLY AGREE
3	2	1		1	2	3

37. It is easy for me to clearly express my personal ideas, thoughts, values, and feelings to others.

3 2 1 ____ 1 2 3

38. I can critically analyze a problem situation and identify the real problem that I must solve.

3 2 1 ____ 1 2 3

39. I am a good listener of things others say.

3 2 1 ____ 1 2 3

40. Most people are failures and it is the "system" which is responsible for this.

3 2 1 ____ 1 2 3

41. I get upset when I study how people have mistreated other people throughout our history.

3 2 1 ____ 1 2 3

42. I am well aware of how my decisions affect other people.

3 2 1 ____ 1 2 3

43. I believe that what I do each day will determine what my future will be.

3 2 1 ____ 1 2 3

44. It is easy for me to consider a number of alternatives and their possible consequences before I make a decision which will affect others.

3 2 1 ____ 1 2 3

45. The classroom is an appropriate place for me to openly discuss my values, beliefs, and feelings.

3 2 1 ____ 1 2 3

46. I often change my mind when I see I have made an unpopular decision.

3 2 1 ____ 1 2 3

47. I believe the subject matter content I have studied in this course is worth studying and knowing.

3 2 1 ____ 1 2 3

48. I often volunteer to participate in activities and discussions in this class.

3 2 1 ____ 1 2 3

I STRONGLY DISAGREE	I DISAGREE SOMEWHAT	I DISAGREE A LITTLE	I NEITHER AGREE NOR DISAGREE	I AGREE A LITTLE	I AGREE SOMEWHAT	I STRONGLY AGREE
3	2	1		1	2	3

49. I feel good about the ways I handle my own personal values and feelings.

3 2 1 ____ 1 2 3

50. I believe that to achieve happiness of people in the future, it is sometimes necessary to put up with injustices in the present.

3 2 1 ____ 1 2 3

51. In times like these, people must be pretty selfish if they want to protect their own happiness.

3 2 1 ____ 1 2 3

52. I'd like it if I could find someone who would tell me how to solve my personal problems.

3 2 1 ____ 1 2 3

53. It is only natural that a person should have a much better acquaintance with idea; he believes in ther with ideas he does not believe in.

3 2 1 ____ 1 2 3

54. I have come to dislike a number of people because of the things they stand for.

3 2 1 ____ 1 2 3

55. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying.

3 2 1 ____ 1 2 3

56. Even though I believe in freedom of speech, it is sometimes necessary to restrict this freedom to certain political groups.

3 2 1 ____ 1 2 3

57. People who refuse to accept the responsibility for their actions often make poor decisions.

3 2 1 ____ 1 2 3

58. Many people with whom I have discussed important social and moral problems don't really understand what's going on.

3 2 1 ____ 1 2 3

59. I often reserve judgment about what's going on until I have had a chance to hear the opinions of those whom I respect.

3 2 1 ____ 1 2 3

60. It is sometimes necessary to resort to force to advance an ideal (belief) one strongly believes in.

3 2 1 ____ 1 2 3